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ABSTRACT

This curriculum guide for vocational home economics in Illinois is divided into four sections. The first section describes Illinois vocational home economics programs and how program sequences may be developed. General information about the integration of Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) is also included. The second section includes lists of possible concepts related to the various home economics subject areas that might be stressed in grades K-6. This section also contains content outlines for exploratory courses at the middle school/junior high level, along with suggestions for learning experiences to accompany these outlines. Possible ways to organize courses of differing lengths at this exploratory level, as well as an outline of an "Orientation to Home Economics" course for the ninth grade is included. Section 3 contains outlines for courses in the various program sequences, along with suggested class and FHA-HERO activities. Also included in this section are ideas for learning activities and course outlines for each program. The final section of the guide lists addresses of publishers, audiovisual sources, and magazine publications. (KC)

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ILLINOIS VOCATIONAL HOME ECONOMICS
CURRICULUM GUIDE

Developed by
The Illinois Home Economics
Curriculum Project Staff

Through a project with
The Department of Vocational and Technical Education
College of Education
University of Illinois
Champaign-Urbana, Illinois
61820

In cooperation with
Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Springfield, Illinois

August 1982

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General Information

I. Guide Organization

The guide is divided into sections. Illinois Vocational Home Economics Programs and how program sequences may be developed are described in the first section. General information about the integration of FHA-HERO into the curriculum is also included.

II. Exploratory/Orientation Topics and Courses

The second section includes lists of possible concepts related to the various home economics subject areas which might be stressed in grades K through 6. These lists are meant to be suggestive, not exhaustive. Although specific courses labeled "home economics" may not be taught in the elementary grades (K-6), certain concepts may be integrated into the regular course of study in these grades. A home economics instructor may act as a resource person to the classroom teacher.

This section also contains content outlines for exploratory courses at the middle school/junior high level, along with suggestions for learning experiences to accompany these outlines. It will seldom be possible to cover all the content suggested. The teacher will need to make a selection in terms of the time available, and the needs and interests of a particular group of students. Possible ways to organize courses of differing lengths at this exploratory level are included in this section.

Orientation to Home Economics is typically taught at the 9th grade level as the first course for any of the occupational program sequences. However if the content has been covered in junior high, a school may elect to begin a program sequence with semester subject matter courses. The outline includes a unit on "Introduction to the World of Work" plus units in the five subject matter areas.

III. Program Sequence Courses

Outlines have been developed for courses in the various program sequences. These, along with suggested class and FHA-HERO activities, will be found in this section. The outlines are grouped according to programs. Some courses, however, may be part of more than one program. Teachers should study the suggestions given and modify and supplement them to meet the characteristics of the local situation.

Ideas for learning activities were developed by Illinois home economics teachers and the curriculum project staff. Many types are included. Some activities are arranged so that they may be removed from the guide for direct reproduction. For other activities the teacher will need to make modifications before using.

All activities follow course outlines for that program. In the outline, a number following a topic indicates that an activity related to that topic has been developed and will be found under that number in the activity listing. This symbol [▲] by a topic indicates that there is a suggestion for an FHA-HERO activity related to that topic.

Many activity suggestions, especially the game ideas, may be easily adapted to other content areas. Teachers should feel free to do this, as well as use community resources to supplement instruction. In training level courses, students will be spending most of their time in actual practice of the skills to be developed.

IV. References

The final section of the Guide lists addresses of publishers, audio visual sources and magazine publications. These are intended to provide home economics teachers with additional teaching resource aids. The lists are suggestive, not exhaustive.

VOCATIONAL HOME ECONOMICS PROGRAMS

Vocational home economics programs prepare students for the occupation of homemaking and for employment in occupations using home economics concepts and skills. Sequential programs are planned to prepare males and females for entering the work of the home, combining the roles of homemaker and wage earner, and developing skills for occupations utilizing competencies related to one or more of the subject matter areas of home economics. The subject matter areas are:

- Clothing and Textiles
- Consumer Education/Resource Management
- Foods and Nutrition
- Housing, Home Furnishings and Equipment
- Human Development, Interpersonal and Family Relationships

Courses at the orientation level introduce students to all areas of home economics and serve as a background for all vocational home economics programs. An orientation course is offered when students enter the ninth grade without a background in home economics. This course is typically a year in length. In Local Education Agencies (LEA) where students have this type of course before entering secondary school, subject matter courses are offered. All programs include learning experiences designed to prepare individuals with life skills as well as occupational skills and/or for related continued education. Sequential programs in the various clusters have been identified and defined as follows:

Secondary Programs **

09.0100	(20.0101)	Occupation of Homemaking
09.0201	(20.0201)	Child Care and Guidance Management Services
09.0202	(20.0301)	Clothing, Apparel, and Textiles Management, Production, and Services
09.0203	(20.0401)	Food Production, Management, and Services
09.0204	(20.0501)	Home Furnishings and Equipment Management, Production, and Services
09.0205	(20.0601)	Institutional, Home Management, and Supporting Services
	(20.0602)	Companion to the Aged

Interdisciplinary - Home Economics and Marketing

04.0200	(08.0101)	Apparel and Accessories Marketing
04.1000	(08.0801)	Home Furnishings Marketing
09.0205	(08.0901)	Hospitality Marketing

Local districts may offer one or more of the preceding programs.

**A Classification of Instructional Programs, National Center for Education Statistics, Washington, February, 1981.

Future Homemakers of America (FHA-HERO Chapters) is the official vocational student organization for all home economics programs. The objective of the organization is to assist students in developing personal leadership, citizenship, and occupational knowledge and skills for personal, family and community living and employment through vocational home economics education programs. Activities focus on individual growth, preparation for family life, development of occupational skills and careers, and participation of students in today's society and are an integral part of the program.

These programs are planned to meet the intent of the Vocational Education Act of 1963 as amended by Title II of the Education Amendments of 1976, Public Law 94-482 and the Illinois State Board of Education "Rules and Regulations for the Administration of Vocational Education Programs."

COMPONENTS OF A VOCATIONAL HOME ECONOMICS PROGRAM

The home economics programs offered by a local district should be based on:

... identified needs, abilities, and interests of the students
... data resulting from a current community study of socio-economic conditions, community resources, employment opportunities
... other identified issues relating to individuals/families.

A Local Advisory Council shall be established by each local educational agency to provide the agency with advice on current job needs and on the relevancy of programs offered by the agency in meeting such needs. Local advisory councils shall be composed of members representing identified areas in home economics.

The facilities and equipment provided for a program should simulate the ones being used in the occupations for which the program of vocational home economics is designed.

Instructional methods should be selected that will provide students with the opportunities needed to develop the knowledge and skills necessary for satisfactory performance in the chosen occupational areas. Skill development may be provided through simulated in-school laboratories, extended campus, or cooperative education. FHA-HERO activities are an integral part of the instructional methods.

Simulated in-school laboratories provide learning experiences which are similar to actual home or related business and industry practices.

Extended campus is an instructional method which provides for utilization of community facilities as an extension of the home economics classroom in which the instructor and students move from the local school to the extended campus facilities for planned laboratory experiences which are coordinated with classroom objectives.

Cooperative education is an instructional plan which combines learning experiences gained through regularly scheduled supervised employment in the community and related in-school instruction. The cooperative vocational education program shall include on-the-job training:

... for which school credit is awarded;
... which is related to existing career opportunities with potential for promotion and advancement;
... which is permissible employment for individuals of the particular age at which the student is employed under Federal and State law;
... which compensates student learners in conformity with Federal, State and local laws and regulations and in a manner not resulting in exploitation of the student learner for private gain;
... which does not displace other workers who ordinarily perform such work; and
... under the terms of a written training agreement between the local educational agency and the employer, and will incorporate a training plan which has been developed for each student learner.

Equal access to vocational education programs administered by a local educational agency receiving Federal or State funds shall be made available to all persons served by a local educational agency which meets eligibility requirements established by such programs. No person shall be denied access to such programs on the basis of sex. race, national origin, ethnic background, religious affiliation, or handicapping condition.

SUGGESTED SECONDARY VOCATIONAL HOME ECONOMICS OCCUPATIONS PROGRAMS

PROGRAMS	EXPLORATION/ORIENTATION		SKILL DEVELOPMENT	
	Ninth Year Year Course	Tenth Year Semester Courses	Eleventh Year or Equivalent	Twelfth Year or Equivalent
OCCUPATION OF HOMEMAKING 09.0100 (20.0101)	ORIENTATION TO HOME ECONOMICS If Home Economics is offered in the Middle School/Jr. High, semester subject matter courses may be offered. Content foods and nutrition clothing & textiles housing & home furnishings resource management personal relationships	Child Development Clothing & Textiles I Foods & Nutrition I	Living Environments Resource Management	Adult Living Parenting
CHILD CARE 09.0201 (20.0201)		Child Development Foods & Nutrition I	Child Care Occupations I and/or Home Economics Related Occupations	Child Care Occupations II and/or Home Economics Related Occupations
CLOTHING, APPAREL AND TEXTILES 09.0202 (20.0301)		Clothing & Textiles I Clothing & Textiles II	Professional Sewing I* and/or Home Economics Related Occupations	Professional Sewing II* and/or Home Economics Related Occupations
FOOD SERVICE 09.0203 (20.0401)		Foods & Nutrition I Foods & Nutrition II	Food Services & Management I and/or Home Economics Related Occupations	Food Services & Mgmt. II and/or Home Economics Related Occupations
HOME FURNISHINGS 09.0204 (20.0501)		Clothing & Textiles I Clothing & Textiles II	Interior Design, Furnishings & Equipment and/or Home Economics Related Occupations	Home Economics Related Occupations
HOMEMAKER'S ASSISTANT 09.0205 (20.0601) Companion to the Aged (20.0602)		Child Development Clothing & Textiles I Foods & Nutrition I Human Development	Interacting With the Elderly and/or Home Economics Related Occupations	Home Economics Related Occupations
		INTERDISCIPLINARY PROGRAMS WITH THE MARKETING COURSES NORMALLY TAUGHT IN BUSINESS, MARKETING AND MANAGEMENT DEPARTMENT.		
APPAREL AND ACCESSORIES MARKETING 04.0200 (08.0101)		Clothing & Textiles I Clothing & Textiles II	General Marketing	Home Economics Related Occupations
HOME FURNISHINGS MARKETING 04.1000 (08.0801)		Clothing & Textiles I Clothing & Textiles II	General Marketing and/or Interior Design, Furnishings & Equipment	Home Economics Related Occupations
HOSPITALITY MARKETING 04.0700 (08.0901)		Foods & Nutrition I Foods & Nutrition II	General Marketing	Home Economics Related Occupations

FHA-HERO is an integral part of the instructional content of all courses in the programs.

*Funded only if labor market demand is shown through the appeal process.

DETERMINING STUDENT COMPETENCE**

Objectives

The content outlines in this Guide contain statements of direction related to each topic listed for a course. These statements[*] represent various levels of learning among the cognitive, psychomotor and affective domains. They suggest content, learning experiences and evaluation activities.

The statements of direction for the cognitive (knowledge) and psychomotor (skills) domains can easily be transformed into measurable objectives by adding descriptions of conditions and criteria for a performance. Teachers can develop several ways to measure the level of student competence. Measures can be designed to accommodate student's grade and/or performance level and ability, the availability of time, resources, and equipment, etc.

Statement of Direction

For example, a statement of direction in the Guide may read:

> *Plan a nutritious diet for a person in good health

For students with limited proficiency in writing or standard English, this might be measured by asking them to illustrate nutritious meals using the Dairy Council models, or perhaps pictures of food cut out of magazines. The measurable performance objective might be stated as follows:

> "Given a set of food pictures, the student will select foods and set up groupings for three meals plus snacks which will meet 100% of the RDA requirements for one day for an adolescent."

Or, for students who are more capable or have had more experience with nutrition concepts, the objective might be:

> "Using USDA Agriculture Information Bulletin No. 382 as a reference, the student will plan meals and snacks for two days which will meet U.S. RDA requirements for eight listed nutrients, and which will also provide a variety of nutrient dense foods with limited sugar, salt and fat content."

OTHER EXAMPLES - VARYING IN DIFFICULTY

Statement(s) of Direction in Guide	Measurable Performance Objectives
*Select fabrics suitable for anticipated uses.	When given a selection of fabric swatches, the students will match each with an appropriate use from a list supplied by the teacher.

See: Writing Measurable Objectives, a slide tape developed by the Illinois State Board of Education, Springfield, Illinois.

*Select furnishing and plan arrangements to fit specific living spaces. Select furnishings or accessories based on a stated budget.	When given characteristics of a living space (size, light, exposure, openings, etc.) the student will select furnishings for specified activities within a cost limitation and suggest an arrangement of these furnishings which meets guidelines set by the teacher.
*Determine constructive ways of resolving conflict.	Given several common conflict situations, the student will suggest a plan to resolve each conflict in a way which will give some rewards to all parties involved.
*Demonstrate skills in reading to children.	Given a group of 4-5 children from the child care facility, the student will select an appropriate book and read it so that each child appears to be interested and attentive.
*Identify functions and sources of nutrients needed by the body.	Given a list of 8 nutrients needed in the body, the student will correctly identify one major function of each nutrient and one food which will provide at least 10% per serving of the US RDA for that nutrient.

Behavioral Indicators**

Affective (attitude) statements of direction may be obtained through the use of behavioral indicators. A behavioral indicator is an observable action which implies that a person has adopted the value behind the affective statement of direction. The teacher cannot be positive that a student has accepted the value because individuals often act in certain ways for reasons other than personal commitment or acceptance; common reasons for adolescents acting in certain ways is the fear of a low grade, peer pressure, desire for reward, and/or recognition. Often teachers settle for the desired behavior without being too concerned about the motive. For example, students practice sanitary habits in food preparation, not necessarily because they believe in the sanitary habits but possibly to get a good grade. The teacher prefers compliance because of personal convictions as to the importance of sanitary food handling, and will teach toward that end, but cannot really be sure that that is the student's motive.

**See: Analyzing Performance Problems or 'You Really Oughta Wanna,' Robert F. Mayer and Peter Pipe, Fearon Pitman Publishers, Inc., Belmont, CA, 1970.

EXAMPLES

Affective Statements of Direction from Guide	Behavioral Indicators
*Eat in ways which promote health and the appearance of health.	The student selects nutrient dense foods in the school cafeteria. The student maintains "normal" weight or loses weight, if needed.
*Develop or modify some personal habit or trait.	The student smiles more frequently during class interactions.
*Adapt grooming practices which improve personal hygiene for the job.	The student comes to school with clean, neatly styled hair.

FHA-HERO As a Part of the Home Economics Curriculum

The purpose of Future Homemakers of America-Home Economics Related Occupations is to assist students in developing personal leadership, citizenship, and occupational knowledge and skills for personal, family and community living and employment through vocational home economics education programs.

Any student who is or has been enrolled in a home economics course is eligible for membership through grade twelve. There are two types of chapters. FHA places major emphasis on projects involving consumer education, homemaking and family life education. These chapters also explore home economics related jobs and careers with the realization that homemakers fill multiple roles as community leaders and wage earners. HERO chapters place major emphasis on preparation for jobs and careers with recognition that workers also fill multiple roles as homemakers.

Basic Suggestions for Incorporating FHA-HERO into the Curriculum

1. Use FHA-HERO as a teaching technique. The steps in the Planning Process serve as a decision making guide for students and teachers in any curriculum area. These steps include:

    A. Identifying concerns
    B. Setting a goal
    C. Forming a plan
    D. Acting on the plan
    E. Following up on the activity planned

    By allowing students to plan cooperatively with the teacher, it is possible to recognize student interests, knowledge, abilities and concerns. The process facilitates group decisions. Students learn to discover information, develop class projects and communicate with one another. This cooperative planning enables the teacher to make the curriculum more relevant to class members.

2. Use the Classroom Focus [Proficiency Events for the State Leadership Conference] as a basis for planning and evaluating class activities and projects. The criteria stated for each event serve as a standard for each student. Students can judge themselves thus gaining more self-confidence and insight into the subject matter as they achieve their goals. Taking part in FHA-HERO activities, in school and at the section/regional and state levels, broadens the students' horizons about home economics.

3. Use resources such as Teen Times and other national and state publications as an alternative to reading the textbook. These publications provide up-to-date information of interest to the students; thus making the reading more meaningful.

4. Elect class officers or committee members in each of the classes to conduct FHA-HERO activities in conjunction with the content included

in the units being taught. For example: student officers could contact guest speakers, make all arrangements and send thank you notes.

Committee members could take charge of the bulletin board or display case to summarize information learned in class and teach others who look at these visual displays. These students could serve as public relations people for the department and school by presenting programs within the school and in the community. Leadership skills are developed by participating in a variety of activities. When students accept more leadership within the classroom, the teacher serves as an advisor, counselor, and resource person and is, therefore, more free to observe and work with those students who need additional help.

5. Encourage students to take part in the routine matters of day-to-day classroom management through FHA-HERO projects. Committees or individuals can accept the responsibility for assembling and returning supplies, preparing displays, posters and bulletin boards, teaching students who have been absent, filing and sorting materials, and keeping the department tidy. The management skills gained are transferrable to all aspects of a student's life.

6. Use FHA-HERO as a means of strengthening vocational home economics. Through affiliation with the state and national association, students and teacher/advisors have the opportunity to participate and learn at the section, state, and national levels. Leadership training sessions, rallies, and other types of meetings offered away from the school enable students to learn about and to work with individuals who may not be like themselves and to gain insight into the purposes and philosophy of the profession of home economics.

The following outline illustrates how separate chapters within the home economics department could cooperate on one activity:

Activity - Career Fair and Open House for Vocational Department

food class	Plan refreshments, order and prepare foods, assign hostesses	serve food, clean up, prepare food bill for reimbursement
clothing class	Prepare and present mini demonstrations to show audience specific clothing construction techniques, use and care of the sewing machine, or tips for buying ready-mades.	
interior design class	Arrange the room to accommodate the flow of traffic Arrange a display[s] to teach the observer interior design principles.	
child care class	Advertise babysitting services for the duration of the career fair. Prepare and present activities for the young child during the career fair.	

consumer management class	Prepare consumer information posters, displays or other visuals and present mini lectures using the visuals to share information with the audience.

Tips for the teacher/advisor to accomplish the preceeding activity:

- Work through the FHA-HERO leaders in each class to accomplish the task.
- Have specific tasks for each class that can be accomplished within the class to avoid extra committee meetings to coordinate activities.
- Have separate planning sheets for each of the classes. Post these so all students know who is responsible.
- Give credit to each FHA-HERO student and the classes by placing signs near displays, posters, etc.
- Tie-in the activity with content learned in class to enable the students to recognize the application of information.

Suggestions for using the FHA-HERO Accompaniment Activities

Activities are provided to serve as ideas for integrating FHA-HERO into the curriculum rather than having FHA-HERO as a club that functions after school hours. These assumptions are made when incorporating the activities into the classroom:

1. The students will become responsible for their own learning and will develop leadership skills by accepting responsibilities for carrying out projects within the classroom.
2. The students will develop, prepare, and present information in relation to the objectives expected in the department.
3. Cooperative planning between students and teacher will occur.
4. The teacher will assume the advisor role by allowing students to carry out plans.
5. The teacher will serve as a resource person by providing guidance, suggestions, and encouragement to students as goals are pursued.

Activity and project suggestions by content area are listed throughout the Guide. It is expected that these will be modified to meet the individual needs of the students and the time available.

A resource for an FHA-HERO organization can be obtained from the Curriculum Publications Clearinghouse (see reference section): Handbook for Illinois Vocational Student Organizations, #150.

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K-6 CONCEPTS

The following five pages of the guide are lists of possible concepts related to the home economics subject areas:

- Clothing and Textiles
- Foods and Nutrition
- Human Development
- Living Environments
- Resource Management

which might be stressed in grades K-6. These lists are meant to be suggestive, not exhaustive.

Since specific courses labeled "home economics" may not be taught in the elementary grades, K-6, certain concepts may be integrated into the regular course of study in these grades. A home economics instructor may act as a consultant or resource person who works with the classroom teacher.

CLOTHING AND TEXTILES
CONCEPTS

Grades K-6

DIFFERENT kinds of clothing may be needed for different activities.

CLOTHING performs different functions.

GROOMING practices affect health and appearance.

ACCEPTANCE by others is influenced by the care given to the body and clothing.

PEOPLE in other countries may dress differently than us.

CLOTHING lasts longer and looks better if it is cleaned properly and kept in good repair.

CLOTHING and household textiles are made from fabrics.

FABRICS are made from fibers.

FIBERS may come from animals, plants, or chemicals.

MANY workers are involved in producing fibers, constructing fabrics and making and selling clothing or other textile items.

LABELS in clothing give the fiber content and the way to care for a garment.

CLOTHING not being worn may be stored in closets, dressers, chests, or boxes.

SEWING skills may be used to make useful and attractive accessories and garments.

FOODS AND NUTRITION CONCEPTS

Grades K-6

FOOD is needed for growth and energy.

THE amount of food needed is determined by body size, activity, and state of health.

FOODS can be eaten raw or cooked--some food is served hot and other food is served cold.

SOME food products can be used to make other food; e.g., butter and yogurt are made from milk.

FOOD can be cooked in different ways.

DIET can affect health and appearance.

UNSANITARY food practices may cause illness.

FOODS high in sugar, fat and salt may contribute to poor health.

PROTEINS, vitamins, carbohydrates, fats, minerals, and water are nutrients.

NUTRIENTS perform a variety of functions in the body.

FOODS vary in nutritive value and can be grouped accordingly; e.g., into the Basic Four.

THE Basic Four is a pattern which may be used to select foods at home or in cafeterias and restaurants.

IT is important to eat a variety of foods to meet body needs for energy, growth, repair, heat, and elimination of waste materials.

NUTRIENT information can be found on food labels.

BEHAVIOR while eating can affect the feelings of others.

THERE are many workers involved in producing, processing, preparing, and serving food.

HUMAN DEVELOPMENT CONCEPTS

Grades K-6

EVERY person started as a single cell which grew into a baby.

EVERY person will die someday.

EVERY person is important and worthwhile.

EVERY person has the same basic physical and psychological needs.

WE need to have the help of others in order to grow and develop throughout our lives.

WE need to contribute to the growth and development of others.

PERSONS develop physically, socially, mentally and emotionally.

PERSONS differ in many ways.

LIVING with others requires communication and cooperation.

AS we grow, we are expected to take more responsibility for our own behavior.

HOBBIES are fun and help us to develop new skills.

OFFERING and receiving hospitality contributes to the development of friendships.

COMMUNITIES provide services to help individuals and families.

LIVING ENVIRONMENTS
CONCEPTS

Grades K-6

PEOPLE live in many different areas in our country and the world.

THERE are many different types of housing.

HOUSING is made from many different kinds of materials.

HOUSING today is different from housing in the past.

CLIMATE and land characteristics influence the type of housing in an area.

HOMES provide space for different life activities; e.g., eating, sleeping, entertaining, etc.

SHARING space in a home requires the cooperation of all persons living there.

GOOD housekeeping contributes to safety in the home.

CHILDREN can help to keep a home safe, clean, and attractive.

SOME workers build and furnish homes, others sell them, and others keep them in good repair.

RESOURCE MANAGEMENT
CONCEPTS

Grades K-6

NEEDS are satisfied in different ways by different persons.

INCOME is usually obtained in return for work done.

AN individual or family uses income to satisfy needs and wants.

CHILDREN may be given money by parents or be paid for certain tasks.

FEW persons have enough income to buy everything they want so they must make choices on what to buy.

THERE are many influences on spending choices.

INFORMATION about a service or product can help us to make better spending decisions.

SOME sources of consumer information are more helpful than others.

AWARENESS of personal and family values and goals can help in making spending decisions.

CONSERVATION of resources is important because we do not have unlimited resources.

CONSUMERS have both rights and responsibilities.

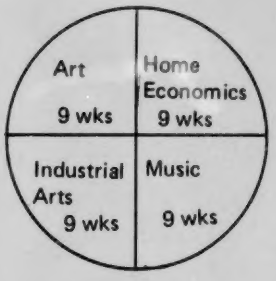
ORGANIZATIONS at the local, state, and national level have been set up to help consumers get good value for their money.

HOME ECONOMICS PROGRAM ORGANIZATION FOR MIDDLE SCHOOL/JUNIOR HIGH

In some schools, home economics may be blocked with other areas to give students a semester of exploratory study. Below are some examples of program organizations:

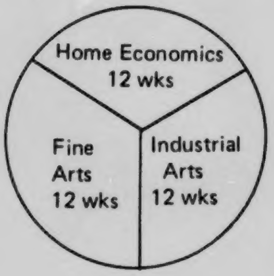
Program Example I — 9 weeks at the 6th or 7th grade level

Introduction to Home Economics	1 week
Foods [Nutritious Snacks]	3 weeks
Understanding Self and Others	3 weeks
Caring for Children [Baby Sitting]	2 weeks



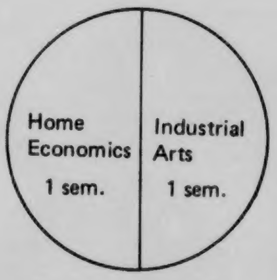
Program Example II — 12 weeks at the 6th or 7th grade level

Introduction to Home Economics	1 week
Foods [Nutritious Snacks]	4 weeks
Understanding Self and Others	4 weeks
Caring for Children [Baby Sitting]	2 weeks
Personal Management	1 week



Program Example III -- One semester at the 7th grade level
and one semester at the 8th grade level.

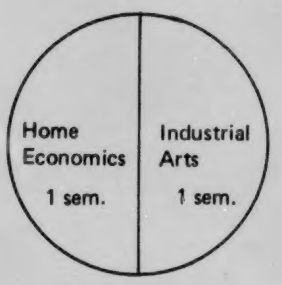
7th Grade Semester	
Caring for Young Children	3 weeks
Nutritious Snacks/Quick Meals	7 weeks
Making Friends/Offering Hospitality	3 weeks
Time and Energy Management	2 weeks
Caring for Living Space	3 weeks
8th Grade Semester	
Personal Appearance and Clothing Care	2 weeks
Managing Money/Comparative Shopping	4 weeks
Clothing	6 weeks
Understanding Self, Family and Friends	4 weeks
Orientation to the World of Work	2 weeks



8th grade and 7th grade

Program Example IV — A comprehensive exploratory semester at either the 7th or 8th grade level.

Understanding Self, Family, and Friends	3 weeks
Caring for Children	2 weeks
Clothing	4 weeks
Planning and Preparing Nutritious Snacks	4 weeks
Caring for Personal Living Space	2 weeks
Managing Personal Resources	2 weeks
Careers in Home Economics	1 week



EXPLORATORY CLOTHING AND TEXTILES

Content Outline

Middle School/Junior High

This content is an introduction to the area of clothing and textiles. In most cases it will be scheduled for one semester or less. Learning experiences could include "hands-on" activities related to the selection, purchasing and care of clothing. Construction projects should be selected in terms of the interests and backgrounds of the students. Suggestions for activities follow the outline.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- CLOTHING and personal appearance
- FIBERS and fabrics
- CONSUMER information/techniques
- CLOTHING maintenance and repair
- THE relationship of equipment to quality workmanship
- SEWING and other construction skills
- CREATIVE arts
- CAREER opportunities in clothing, apparel, and textile products field

I. CLOTHING AND PERSONAL APPEARANCE

FUNCTIONS of clothing

*Describe the various functions of clothing

SELF-CONCEPT and self-image as related to appearance and clothing

*Identify the role of clothing in creating a positive self-concept and influencing interpersonal relations

EFFECT of clothing on behavior

*Describe how behavior is adjusted to the type and quality of clothing being worn

CLOTHING appropriate for the occasion

*Select clothing appropriate for various occasions

II. FIBERS AND FABRICS

NATURAL, synthetic and man-made fibers

*Distinguish between natural and synthetic fibers and the general characteristics of each

BASIC textile construction

*Identify basic methods of textile construction

*Relate fiber and construction characteristics to desired use of fabric

III. CONSUMER INFORMATION/TECHNIQUES

READING labels (1)

*Read and interpret clothing labels

SHOPPING for workmanship and quality

*Recognize and compare quality construction in ready-made garments

IV. CLOTHING MAINTENANCE AND REPAIR

LAUNDRY

*Wash clothing by hand

*Use automatic laundry equipment

STAIN removal

*Identify way to remove stains (2)

PERSONAL clothing care, organization, and storage

*Iron and press clothing to maintain appearance

*Organize personal clothing for easy access and care

*Store clothing to maintain appearance between wearings

REPAIRS

*Perform simple repair techniques, i.e., sewing, iron-on tape, pinning

V. THE RELATIONSHIP OF EQUIPMENT TO QUALITY WORKMANSHIP

SELECTION, care and use of sewing equipment (3)

*Identify and select basic sewing equipment (4)

*Use sewing equipment correctly

*Keep sewing equipment in good condition through proper care and storage

SAFETY (5)

*Demonstrate safety habits in using sewing equipment

METRIC and English measurement

*Measure accurately, using both metric and English units

VI. SEWING AND OTHER CONSTRUCTION SKILLS

FABRIC preparation

*Prepare fabric for sewing

USING simple patterns and directions

*Follow directions and diagrams to construct simple nonfitted garments or nonclothing items

SIMPLE machine stitching

*Use machine to make basic seams, hems, etc.

SIMPLE hand stitching

*Practice simple hand sewing, i.e., attaching buttons, snaps, basting, etc.

PRIDE in workmanship

*Wear, use or present as a gift the constructed product

VII. CREATIVE ARTS

CREATIVE textile arts

*Produce some article using a simple form of needlecraft or textile art

VIII. CAREER OPPORTUNITIES IN CLOTHING, APPAREL AND TEXTILE PRODUCTS FIELD

CAREER exploration

*Explore different careers

EXPLORATORY CLOTHING AND TEXTILES LEARNING EXPERIENCES/ACTIVITIES

Play matching games in which garments are matched to occasions or fabrics to garment use.

Collect swatches of fabrics and classify as woven, nonwoven or knitted and identify characteristics of each.

Use magnifying glasses to see how woven fabrics are put together. Identify characteristics such as selvage, grain, bias, raw edge, etc.

Practice ironing and pressing techniques and determine when each is appropriate.

Take turns operating the department washer and dryer.

Design clothing labels that carry information you would like to know about a garment.

Role play shopping for clothing; learn to communicate needs to the salesperson.

Study two similar garments of different quality (provided by the teacher) and decide which is the best quality and why.

Practice sewing on different types of buttons, snaps and other fasteners.

Clean and organize dresser drawers or closets at home and/or in classroom.

Practice measuring by using a variety of equipment.

Design a picture or wall hanging, using iron-on tape or sewing notions.

Invite a salesperson or store manager to talk about good shopping manners.

Suggestions for Sewing Projects

[Projects that can be made with or without commercial patterns]

Alphabet or patchwork pillows
Back packs
Duffle bags
Stuffed animals
Drawstring bags--for use as purses,
    laundry collectors, etc.
Hooded long scarves
Butcher-style aprons
Place mats
Tote bags

Note: Other activities follow the Orientation Course (9th Grade).

EXPLORATORY FOODS AND NUTRITION

Content Outline

Middle School/Junior High

This content is an introduction to the area of foods and nutrition. It should introduce concepts not taught in science, health and social studies in the elementary grades. In most cases, it will be scheduled for one semester or less. Learning experiences provide for student involvement and application to everyday problems in food selection and preparation. Suggestions for foods to prepare and other possible activities follow the outline.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- FUNCTIONS of food
- FOOD choices
- PLANNING nutritious meals and snacks
- FOOD preparation
- FOOD sanitation
- SAFETY while cooking
- TABLE service and manners
- FOOD and hospitality
- FOOD-RELATED careers

I. FUNCTIONS OF FOOD

PROVIDE for growth and energy

*Explain the relationship of food to health, growth, energy and appearance

MAINTAIN health and appearance

*Identify short- and long-term results of poor nutrition

II. FOOD CHOICES

INFLUENCES on food choices (18) (21)

*Identify some of the influences on personal food choices

SOURCES of information about food

*Read and interpret labels on food products (22)

*Distinguish between good and poor sources of information about food and nutrition

III. PLANNING NUTRITIOUS MEALS AND SNACKS (27)

U.S. dietary guidelines (23)

*Identify nutrients found in various foods (17) (28) (29)

*Explain the U.S. dietary guidelines and the changes in eating habits they suggest

CONTRASTS in flavor, texture, color, size, shape and temperature (30)

*Plan nutritious snacks and/or meals emphasizing contrasts and variety

IV. FOOD PREPARATION

MEASURING techniques--including metric (31) (32)

*Use correct techniques for measuring various ingredients

EQUIPMENT

*Use cooking equipment safely and efficiently (33)

DIRECTIONS and recipes

*Identify necessary terms before preparing food to be made in class (34) (35) (36)

*Follow teacher directions and standard recipes

*Evaluate laboratory procedures

MANAGING time

*Work with classmates to plan work schedules and prepare food

CONVENIENCE foods

*Prepare and use convenience foods in a variety of ways

V. FOOD SANITATION

SANITARY food storage

*Identify ways to store various foods in order to keep them in good condition, both before and after cooking

SANITARY handling of food and utensils

*Use correct techniques for sanitary handling of food, dishes, glassware and flatware

VI. SAFETY WHILE COOKING (37) (38)

PREVENTING accidents

*Handle equipment in ways which will prevent burns, cuts and electrical shock

HANDLING emergencies

*Locate fire extinguishers and other emergency equipment

*Explain proper ways to react to common kitchen emergencies and injuries

VII. TABLE SERVICE AND MANNERS

MANNERS at home and away from home

*Explain the rationale for table manners

*Demonstrate appropriate manners in ordering, serving, and/or eating food in away-from-home settings

VIII. FOOD AND HOSPITALITY

FUN foods which are healthful

*Prepare healthful foods that are suitable for simple entertaining

MAKING FOOD ATTRACTIVE

*Garnish individual foods in simple ways

IX. FOOD-RELATED CAREERS

IN producing and processing food

IN preparing and serving food

*Identify career opportunities in food-related businesses

EXPLORATORY FOODS AND NUTRITION
LEARNING EXPERIENCES/ACTIVITIES

Collect food labels and advertisements. Make vocabulary lists of unfamiliar words and find out what each means.

Plan meals, omitting one of the five contrasts (temperature, color, texture, shape, flavor). Exchange menus and have classmates identify the missing contrast.

Make collages of pictures of nutritious snacks in different categories, e.g., low calorie, high protein, low sodium, good for teeth, etc.

Play bingo-type or matching card games with measurements, kitchen equipment names or duties in different food related careers.

Illustrate meals by pasting food pictures on paper plates or circles of construction paper. Figure out the caloric value of each meal.

Role play ordering, serving, and eating food in different settings.

Make posters portraying foods that contribute to healthy skin, good teeth, lots of energy, etc.

Make safety and sanitation posters to use in the foods laboratory.

Watch TV food advertisements and analyze in terms of your knowledge of nutrition.

Write TV announcements for nutritious foods.

Suggestions for Nutritious Snacks and Foods Units

[Nutritious snacks are those low in sugar, sodium, and saturated fat and high in nutrient density]

Fruit drinks or punches made with unsweetened juices [Club soda may be used for "sparkle."]
Fruit kabobs, fruit cups, or fruit plates
Fruit juice slush
Fruit juice concentrate mixed with approximately equal parts of plain and frozen yogurt
Milk drinks [banana, orange, etc.]
Raw vegetables served with cottage cheese or yogurt based dips.
Stuffed tomatoes [tuna or chicken salad, or cottage cheese mixtures]
Fruit breads baked in muffin cups
Bran or cereal muffins
Broiled [open-faced] sandwiches on whole-grain bread
Mini-pizzas on biscuit rounds or split English muffins
Cereal mixes, with unsalted nuts, seeds, raisins
Tacos
Candies made with dried fruit, peanut butter, low sugar cereals, nonfat milk, etc.

Note: Other activities follow the Orientation Course (9th Grade).

EXPLORATORY HUMAN DEVELOPMENT

Content Outline

Middle School/Junior High

This content is an introduction to the area of human development, which includes the study of the family life cycle. In most cases it will be scheduled for one semester or less. Learning experiences relate to the immediate concerns of students as they adjust to their changing bodies and relationships. Because many begin babysitting at this time, the development of some skills in caring for children would be desirable. Suggestions for other class activites follow the outline.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- BASIC human needs
- WAYS we grow
- MAKING friends
- CARING for young children
- INTERACTING with others
- MANAGING our lives
- CAREERS in human development

I. BASIC HUMAN NEEDS

PHYSICAL needs and ways of satisfying them

PSYCHOLOGICAL needs and ways of satisfying them

*Identify examples of the physical and psychological needs which all people have

*Explain what may happen when human needs are not met

*Identify examples of ways in which both physical and psychological needs may be met

II. WAYS WE GROW

HOW people begin

*Explain how human life begins

PHYSICAL growth--including adolescent changes

*Describe bodily changes that occur in adolescence

SOCIAL growth--contacts with others

*Trace a pattern of social development

EMOTIONAL growth--development of a self-concept

*Identify examples of ways in which people express emotions

*Determine constructive and destructive ways of expressing emotions

*Identify behaviors that indicate a positive attitude toward self

INTELLECTUAL growth--ways to increase learning

*Develop effective study habits

*Identify behaviors which show increasing intellectual maturity, such as basing decisions on information

III. MAKING FRIENDS

GETTING acquainted with others

*Identify ways of becoming acquainted with others

*Make introductions in different situations

COMMUNICATION skills

*Practice verbal and nonverbal communication techniques

HOSPITALITY skills, offering and receiving

*Demonstrate hospitality skills as a host or hostess

*Identify the responsibilities of a guest in different hospitality situations

RESOLVING conflicts

*Describe various ways to resolve conflicts and evaluate in terms of affects on interpersonal relationships and individual growth

IV. CARING FOR YOUNG CHILDREN

KEEPING children safe

*Analyze a child's environment in terms of safety hazards

GUIDING in positive ways

*Select safe toys and play materials which will promote the development of children at different ages

*Guide children in positive ways in play and in routine situations

HELPING children develop

*Plan activities to keep children safe as well as to help them develop physically, mentally, and socially

REACTING to emergencies (52)

*Explain ways for a babysitter to handle emergencies

RESPONSIBILITIES of babysitting (53) (54)

*Identify information which a babysitter should get from parents

*Describe the characteristics of an effective babysitter (55)

*Determine reimbursement for babysitting services

PHYSICAL care of children (56)

*Practice feeding, diapering, dressing and undressing a child

*Identify foods appropriate for different ages

V. INTERACTING WITH OTHERS

RELATIONSHIPS between children and parents

*Identify ways in which relationships with parents change as children grow older

SIBLING relationships

*Work out ways to resolve problems with siblings

PERSONS outside the family

*Determine characteristics of a good neighbor and/or friend

*Relate to teachers and other nonrelated persons in positive ways

*Identify ways to speak to sales persons

THE elderly

*Identify physical changes which occur as persons grow older

*Describe ways to interact with older persons that consider these changes

*Describe what can be learned by interacting with elderly persons

VI. MANAGING OUR LIVES

ROLES of individuals in our society

*Give examples of ways in which sex roles are changing in our society

DEVELOPING values

*Give examples of values, and tell how values are developed

SETTING goals

*Give examples of goals, and determine some personal short- and long-term goals

PERSONAL and community resources

*Identify available resources to help accomplish goals

THE place of hobbies in our lives

*Compare various hobbies in terms of skills, time and space needed, cost of equipment or supplies and benefits to the person having the hobby

VII. CAREERS IN HUMAN DEVELOPMENT

WORKING with children, families and the elderly

*Explain types of work which are related to the area of human development

EXPLORATORY HUMAN DEVELOPMENT
LEARNING EXPERIENCES/ACTIVITIES

Make collages illustrating basic human needs and ways to satisfy them at different ages.

Make illustrated charts showing patterns of growth.

Design a profile of a good friend; then check self against it.

Role play problems which may arise in relationships with friends, siblings, and parents.

Practice verbal and nonverbal communication (conversation circles, gestures, facial expressions, etc.).

Plan and give a party. Practice serving as hosts, hostesses or guests.

Read children's books and evaluate according to predetermined criteria.

Practice reading books to children of different ages.

Watch TV programs directed to children and analyze what is being taught.

Role play babysitting situations.

Construct a game, toy or book for a specific child.

Conduct a "play hour" for small children.

Read stories or case situations about families in different environments, and discuss how families can work together to help members develop.

"Adopt" an elderly person who lives alone or in a nursing home. Run errands, send cards, letters, small gifts, visit, etc., according to the situation.

Interview older persons on specific topics related to home economics: holiday meals, children's toys, clothing for young people, ways of doing laundry, cleaning house, etc. Write their stories and put together in booklet form.

Take interest inventories and relate to careers in home economics.

Note: Other activities follow the Orientation Course (9th Grade).

EXPLORATORY LIVING ENVIRONMENTS

Content Outline

Middle School/Junior High

This content is an introduction to the area of housing, home furnishings, and equipment. In most cases, it will be scheduled for one semester or less. Learning experiences relate to the immediate concerns of students as they attempt to meet their own needs in various living environments. Simple, inexpensive ways to improve the comfort, convenience, and aesthetic quality of the environment should be considered. Some suggestions for class activities follow the outline.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

. WHERE people live

. SATISFYING needs in living space

. SHARING living space

. ARRANGING living space

. CARING for living space

. STORING possessions

. ADDING personal touches

. CAREERS in living environments

I. WHERE PEOPLE LIVE

LOCATION and type of housing

*Identify types of housing present in the community

FACTORS that influence where people live

*Explain factors that influence the choice of a home

II. SATISFYING NEEDS IN LIVING SPACE

PHYSICAL and psychological needs (40)

*Identify physical and psychological needs, i.e. Maslow

*Explain how needs can be satisfied within living spaces

III. SHARING LIVING SPACE

COOPERATION when sharing living spaces

*Discuss problems that arise when persons share rooms and homes

*Work out solutions to these problems by using such techniques as taking turns and preparing use schedules

IV. ARRANGING LIVING SPACE (43)

FURNISHINGS we need

*Decide on activities that are carried out in a particular living space

*Identify furnishings that will be needed for these activities

APPLYING art principles

*Identify art principles

*Arrange furnishings according to art principles

V. CARING FOR LIVING SPACE

SAFETY

*Evaluate living space for safety hazards

*Correct common safety hazards, such as, scatter rugs that slip

CLEANLINESS

*Clean, dust, and/or polish different types of surfaces and furnishings

*Practice daily care needed to keep living space orderly

ORDER

*Arrange materials for convenient use in closets, chests and dressers

SIMPLE repairs

*Make simple repairs such as mending rips in upholstery, or treating scratches on furniture

VI. STORING POSSESSIONS

ITEMS to store

*Decide which items need seasonal storage and those needing storage between frequent uses

STORAGE principles

*Apply storage principles

IMPROVISING storage (45)

*Improvise storage materials such as discarded boxes, bricks and boards, etc.

VII. ADDING PERSONAL TOUCHES

TYPES of accessories

*Survey types of accessories which can be made or purchased

SELECTING accessories

*Develop guidelines and select appropriate accessories for a specific space

MAKING decorative items

*Make some decorative and/or useful accessory

VIII. CAREERS IN LIVING ENVIRONMENTS

CAREERS related to housing and home furnishings (39) (46)

*Identify career opportunities related to housing and home furnishings

EXPLORATORY LIVING ENVIRONMENTS
LEARNING EXPERIENCES/ACTIVITIES

Make a collage of different types of housing.

Make posters to show furnishings for particular activities. For example: study, sleep or rest, entertaining.

Solve some storage problem in a bedroom or other rooms using minimal effort and expense.

Role play solutions to problems encountered in shared living space.

Rearrange closets, dresser drawers, etc. for convenience.

Trace traffic patterns in bedroom or living room and suggest possible changes.

Practice making beds, polishing furniture, or performing other needed household tasks.

Make wall hangings from fabric, magazine pictures, or make place mats by using recycled materials.

Make and maintain a "beauty spot" in home or classroom using natural materials.

Do simple time and motion studies for household tasks.

Make safety check lists for use at home or school.

Make plant containers from discarded materials and start plants from cuttings, seeds, sweet potatoes, etc.

Try out different ways of cleaning windows, and compare cost, time and results.

Survey the community for persons who work in jobs related to housing, equipment and home furnishings. Interview them to find out what skills each uses on the job.

Note: Other activities follow the Orientation Course (9th Grade).

EXPLORATORY RESOURCE MANAGEMENT

Content Outline

Middle School/Junior High

This content is an introduction to the area of resource management. In most cases it will be scheduled for one semester or less. Learning experiences consider the practical problems of managing time, energy and money which junior high students encounter. Emphasis will be placed on being an informed consumer. Suggestions for classroom activities follow.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- HUMAN needs and wants
- THE economic system--a way to satisfy wants
- PLANNING the use of money
- INFLUENCES on spending decisions
- COMPARATIVE shopping
- CONSUMER rights and responsibilities
- ENERGY uses and conservation
- TIME management

I. HUMAN NEEDS AND WANTS

NEEDS common to all--physical and psychological

*Identify basic physical and psychological needs

*Give examples of different ways of satisfying the same need

DEVELOPMENT of variations in wants among people

*Explain how people develop different wants

II. THE ECONOMIC SYSTEM--A WAY TO SATISFY WANTS

ROLE of producers and consumers

*Explain the functions of producers and consumers in our economic system

ROLE of government

*Give examples of ways in which government regulates or influences the economic system

III. PLANNING THE USE OF MONEY (13)

SOURCES of income

*Identify sources of income that students may utilize

RECORD keeping (12)

*Develop a form to record expenses, and use it to keep record of money spent

GOALS and values

*Analyze spending records in terms of stated goals and values

SPENDING plan

*Make a spending plan based on a specific sum of money

*Monitor the spending plan

SAVINGS and checking accounts

*Describe the procedure for opening a savings and/or checking account

*Describe the procedure for withdrawing money from a savings and/or checking account

IV. INFLUENCES ON SPENDING DECISIONS

PEER and societal pressures

*Give examples of ways in which buying decisions are influenced by peers and societal pressures

RESOURCES available

*Define goods, services and resources

*Give examples of ways to substitute one resource for another in acquiring goods and services

KNOWLEDGE about products or services

*Identify sources of accurate information about products and services

ADVERTISING

*Identify appeals used in advertising

*Distinguish between factual and noninformative content in advertising copy

GOALS and values

*Contrast buying decisions based on different goals and values

HABITS of self-discipline or self-indulgence

*Analyze personal habits

V. COMPARATIVE SHOPPING (16)

ANALYSIS of needs, wants and values

*Decide on needed or desired products or services

*Relate personal goals and values to the characteristics desired in the products or services

SURVEY of the market

*Determine the availability of products and services

INTERPRETATION of buying guides

*Use a buying guide to select a product or service

COST and quality comparisons

*Make cost and quality comparisons of products and/or services

VI. CONSUMER RIGHTS AND RESPONSIBILITIES

*Give examples of consumer rights

*Identify behaviors which show consumers exercising their rights and responsibilities

VII. ENERGY USES AND CONSERVATION

ENERGY conservation

*Explain why energy conservation is necessary

ENERGY sources and uses

*Identify sources of energy that are likely to become scarce in the future

PERSONAL habits that are wasteful of energy

*Determine personal habits that waste energy and make a plan for changing these habits (14)

*Cooperate with energy conserving practices at school

ORGANIZATIONS working on energy conservation

*Identify local organizations which are working on energy conservation

VIII. TIME MANAGEMENT

SCHOOL, community, home responsibilities and personal activities

*Identify typical school, community, home and personal activities

*Recognize that everyone has different school, home, community and personal responsibilities and interests

SETTING priorities

*Analyze use of time in terms of personal values and goals

TIME schedules

*Make and evaluate a personal time schedule

EXPLORATORY RESOURCE MANAGEMENT
LEARNING EXPERIENCES/ACTIVITIES

Make picture posters tracing a product from producer to consumer. List the different jobs involved.

Interview store owners to learn about local and state regulations that apply to their businesses.

Keep a record of money spent and evaluate it in terms of satisfaction received.

Collect labels and look up the meaning of the terms used on the labels of different products.

Compare favorite foods as to cost per serving and nutrient density. Or compare cost, quality, and special features of appliances such as blow driers or transistors; or articles of clothing, such as jeans or sweaters.

Compare advertising claims of some products such as toothpaste, hand lotion, or paper towels.

Role play customer-clerk transactions in different situations.

Keep a record of time use and evaluate it in terms of goals.

Interpret buying guides for some desired products.

Analyze the cost of various hobbies.

Start an "energy-savers" club or conduct an energy-saving campaign for the school.

Make energy-saving checklists to use at home or school.

Make "draft-stoppers" to put under doors or on window sills.

Note: Other activities follow the Orientation Course (9th Grade).

ORIENTATION TO HOME ECONOMICS

Content Outline

9th Grade

One Year Course

This course is the suggested first course for all programs. It is designed to present basic subject matter in six areas:

1) Clothing and Textiles
2) Resource Management
3) Foods and Nutrition
4) Housing, Home Furnishings and Equipment
5) Human Development, Interpersonal and Family Relationships
6) Introduction to the World of Work

Broad areas of emphasis are listed for each category. These areas are then subdivided into content topics. It is not necessary that the six basic categories be taught in the sequence given. Learning experiences are to be designed to assist students in understanding themselves, their roles in today's society, and the nature of homemaking and other home economics related careers.

If the suggested course content is provided through instruction at earlier grade levels, students should enroll in more advanced subject matter courses at the ninth grade level.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

I. CLOTHING & TEXTILES

BROAD AREAS OF EMPHASIS

- HOME economics careers related to clothing and textiles
- GROOMING, personal appearance, and clothing selection
- ART principles and elements of design
- FIBERS and fabrics
- CONSUMER information/techniques
- CLOTHING maintenance and repair
- SEWING equipment
- SEWING and other construction skills

A. HOME ECONOMICS CAREERS RELATED TO CLOTHING AND TEXTILES

*Identify career opportunities

B. GROOMING, PERSONAL APPEARANCE, AND CLOTHING SELECTION

INDIVIDUAL self-expression through clothing

*Analyze impressions conveyed by clothing

GROOMING for self-improvement

*Analyze personal grooming practices

*Modify grooming habits to improve personal appearance

CLOTHING appropriate for the occasion

*Select clothing appropriate for different occasions

*Relate activities of teenagers to clothing needs

C. ART PRINCIPLES AND ELEMENTS OF DESIGN

ART principles

*Identify and apply art principles

ELEMENTS of design

*Identify and apply elements of design

*Relate elements of design and art principles to clothing and textiles

*Combine clothing for a coordinated effect

*Describe the way different colors and designs on clothing fabrics influence perceived body shape and size

D. FIBERS AND FABRICS

BASIC properties of common fabrics

*Distinguish characteristics of natural, man-made, and synthetic fibers ▲

SUITABILITY for intended personal and home use

*Select fabrics suitable for anticipated uses

E. CONSUMER INFORMATION/TECHNIQUES

READING and using label information

*Read and interpret textile labels, and use information as a basis for buying decisions

SOURCES of consumer information

*Find sources of accurate information about clothing and textile products

SHOPPING for workmanship and quality

*Identify characteristics of quality in clothing construction

F. CLOTHING MAINTENANCE AND REPAIR

CARE labels (1) (6)

*Identify and interpret care instructions on labels

*Use microcomputer to identify care requirements

LAUNDERING and dry cleaning (7) (8)

*Wash clothing by hand and machine

*Explain purposes of different laundry products

*Determine appropriate laundering and pressing techniques for different garments (9)

REPLACING buttons, elastic, zipper, mending rips, replacing pant pockets, etc.

*Perform simple mending processes

G. SEWING EQUIPMENT (10)

SELECTION, care and use

*Select appropriate sewing equipment for the intended use

*Use and care for equipment so as to increase operating efficiency

ORGANIZATION

*Arrange equipment for efficiency

SAFETY in operation of sewing equipment (5)

*Practice safe habits when using sewing equipment

H. SEWING AND OTHER CONSTRUCTION SKILLS (11)

DETERMINING pattern size (metric and English measurements)

*Tak[illegible] appropriate measurements to determine pattern size

SELECTING pattern, fabric, and notions for purchase

*Select and purchase pattern, fabric, and notions suitable for project

USING the commercial pattern

PREPARING fabric

LAYING out pattern

CUTTING and marking of fabric

USING unit construction skills (organization, management)

*Prepare fabric and construct a garment, using a commercial pattern

*Use sewing machine to construct simple garments

*Practice skills in unit construction

*Construct garments that fit properly

STANDARDS for quality workmanship

*Develop standards of quality workmanship

PRIDE in workmanship

*Wear or use constructed product with pleasure

II. RESOURCE MANAGEMENT

BROAD AREAS OF EMPHASIS

- GOODS and services available to consumers
- CONSUMER rights and responsibilities
- VALUES and goals
- DECISION making
- MONEY management
- ENERGY use
- USE of time

A. GOODS AND SERVICES AVAILABLE TO CONSUMERS

GOODS--material possessions to buy and use

SERVICES--action performed for a consumer by an organization or a person

*Identify goods and services related to personal wants and needs, e.g., personal care, recreation, entertainment, transportation, etc.

MICROCOMPUTERS as a tool for consumers

*Use self or commercially developed programs to solve problems, keep records, and save time

*Investigate possible uses of the microcomputer in the home and on the job

B. CONSUMER RIGHTS AND RESPONSIBILITIES

CONSUMER rights

- to be informed
- to be heard
- to expect a safe and well-constructed product
- to expect satisfactory product performance
- to choose among products
- to receive correct information about products

*Follow practices characteristic of a responsible consumer when making buying decisions

CONSUMER responsibilities ▲

- to be informed
- to follow directions
- to make legitimate complaints

*Practice techniques for communicating to the proper authorities when goods and services do not meet anticipated performance

C. VALUES AND GOALS

CLARIFICATION of values

*Identify personal and family values

*Compare and contrast personal and family values

RELATIONSHIP of values to individual's life

*Apply values in determining choices in daily living

COPING with conflicting values

*Identify ways to deal with conflicting values

SHORT- and long-range goals

*Identify short- and long-range goals

*Formulate a plan for achieving a short-term personal goal

*Evaluate accomplishments of a short-term personal goal

MAKING wise choices

*Clarify personal values and goals in relation to use of money and other resources

D. DECISION MAKING ▲

STEPS in decision making

- identifying concerns
- setting a goal
- forming a plan
- acting on the plan
- evaluating the results of the plan

*Practice decision making steps when considering consumer choices

*Assume responsibilities for making decisions

RECORD keeping to facilitate rational decision making

*Prepare a simple system of record keeping for personal use

RESOURCES to assist in decision making

*Locate and use a variety of resources when making decisions

E. MONEY MANAGEMENT

TYPES of personal income

*Identify various types of personal income, e.g., money, nonmoney, savings

SOURCES of personal income

*List sources of personal income, e.g., allowance, wages, dole, gifts, etc.

FACTORS that influence the use of personal income

*Identify factors that influence the use of personal income, i.e., values, goals, amount of income, wants, needs, resources, ability to make satisfying decisions, family, friends and community

GOALS of a spending and savings plan (12)

*Make a spending and savings plan for personal use

*Follow a spending plan and evaluate the results

CHECKING and savings accounts (13)

*Describe procedures in setting up checking and savings accounts

F. ENERGY USE

PERSONAL consumption habits (14)

*Analyze personal and family energy consumption

*Adapt personal consumption habits to conserve energy and lessen environmental damage

LIFESTYLE choices and energy use (15)

ANALYZING energy sources

*Identify sources of energy and relative availability/cost of each

*Formulate guidelines for making choices about energy use

*Identify advantages of recycling to the individual and family

*Practice recycling procedures

G. USE OF TIME

HOME and school responsibilities

*Plan use of time to handle responsibilities at home and school

FACTORS in our culture that affect recreational patterns

LEISURE activities

*Determine personal choices of recreation and leisure time activities

PUBLIC facilities available in the community for leisure time use

*Describe community facilities available for leisure time activities

RECREATIONAL or hobby activities that could result in a full-time occupation

*Relate recreational or hobby activities to career opportunities

*Apply talents and skills to earning situations

III. FOODS AND NUTRITION

BROAD AREAS OF EMPHASIS

- HOME economics careers related to foods and nutrition
- NUTRIENTS and their relationship to health, physical, mental and social development

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- FACTORS that influence food choices
- PLANNING for the selection, preparation and consumption of nutritious foods
- SUGGESTED areas of emphasis for laboratory experiences

A. HOME ECONOMICS CAREERS RELATED TO FOODS AND NUTRITION

*Identify career opportunities

B. NUTRIENTS AND THEIR RELATIONSHIP TO HEALTH, PHYSICAL, MENTAL AND SOCIAL DEVELOPMENT ▲

IDENTIFICATION of nutrients

FUNCTIONS of nutrients in the body

*Identify functions of nutrients needed by the body

INDIVIDUAL nutrient and caloric needs

*Determine personal nutrient and caloric needs using a variety of sources, i.e., microcomputer programs, government charts and commercial charts

*Explain the importance of good food and nutrition, e.g., during pregnancy

THE digestive system--how the body uses food

*Explain how the body processes food and utilizes nutrients during the digestive process

*Explain the affects of a chemical dependency on food and nutrition

NUTRIENT content in foods (17)

*Determine nutrient content of a variety of foods

NUTRITION as a basis for selecting food

*Select foods for meals and snacks which will satisfy nutritional needs

C. FACTORS THAT INFLUENCE FOOD CHOICES (18)

CULTURAL background as an influence on food choices

*Give examples of ways in which daily experiences within a given culture can influence food choices

FOOD choices in social situations

*Explain how food choices and preferences may vary according to social situations

INFLUENCE of mass media on food choices (19) (20)

*Evaluate the content of food advertising and its influence on food choices

EMOTIONS and food choices (21)

*Analyze personal eating habits and how they differ with mood changes

PERSONAL preferences as an influence on food choices

*Recognize reasons for particular preferences

D. PLANNING FOR THE SELECTION, PREPARATION AND CONSUMPTION OF NUTRITIOUS FOODS

INFLUENCE of lifestyle on eating patterns

*Explain eating patterns typical of various lifestyles

DAILY food intake

*Develop a plan for daily food intake, including snacks

MEETING nutritional needs through food consumed at home and away from home

*Make food choices which meet nutritional needs

MEAL planning guides (22) (23)

*Use meal planning guides for planning and evaluating food intake

PREPARATION of nutritious foods (24)

*Prepare simple, nutritious snacks and foods to serve as a meal or part of a meal

E. SUGGESTED AREAS OF EMPHASIS FOR LABORATORY EXPERIENCES

APPLICATION of knowledge of daily food planning

*Plan, select, prepare and evaluate nutritious foods

*Evaluate the taste, appearance and nutrient content of foods

SANITATION

*Practice safe and sanitary procedures when preparing, serving, and storing food

USE of equipment

*Use food preparation equipment efficiently and safely

CONSERVATION of resources (25) (26)

*Plan and prepare foods that require the use of little time and energy

*Make cost comparisons to identify foods at different cost levels.

*Explain practices that can help reduce the food bill, i.e., using in-season foods

PERSONAL relations skills

*Cooperate with others in food preparation and cleaning up

*Set a table, serve, and eat prepared foods in a socially acceptable manner

IV. HOUSING, HOME FURNISHINGS AND EQUIPMENT

BROAD AREAS OF EMPHASIS

- HOME economics careers related to housing, home furnishings and equipment
- FACTORS that affect living space needs
- SATISFYING living environments
- STORAGE
- CARING for living environments

A. HOME ECONOMICS CAREERS RELATED TO HOUSING, HOME FURNISHINGS AND EQUIPMENT

*Identify career opportunities (39)

B. FACTORS THAT AFFECT LIVING SPACE NEEDS

PERSONAL needs and values--physical, safety and psychological needs (40)

*Give examples of ways in which people's needs and values may differ

*Explain how physical and psychological needs may be met in personal living space

LIFE styles--family and individual

*Analyze values in relation to life style and housing

*Identify characteristics of living environments that will satisfy personal needs and values (41)

RESPECTING privacy of others

*Demonstrate courtesy and consideration for those with whom one shares space

C. SATISFYING LIVING ENVIRONMENTS

VARIOUS living environments

*Explain how people developed housing in relation to the land, climate, materials and technology available to them

*Describe housing forms available in the community with respect to location, size, cost, and other factors (42)

ART principles

*Apply art principles to one's living environment

ELEMENTS of design

*Use art elements to express personal preferences in living environments

FURNITURE arranging--traffic patterns (43)

*Select furnishings and plan arrangements to fit specific living spaces (44)

*Analyze the traffic patterns of various furniture arrangements

DECORATING--within budget, personalizing

- *Select furnishings or accessories based on a stated budget
- *Identify sources of low cost decorating ideas
- *Personalize some area through decorating

CLEANLINESS and orderliness

- *Identify and remedy potential home hazards
- *Practice skills needed to maintain furnishings and living space in a clean and orderly condition

D. STORAGE

STORAGE needs

- *Identify storage needs and explore alternate ways to meet them

ORGANIZING storage areas

- *Organize storage areas for accessibility and use

WAYS to add low cost storage (45)

- *Improvise low cost storage facilities

E. CARING FOR LIVING ENVIRONMENTS

ACCEPTING responsibilities

- *Cooperate with others to maintain order and cleanliness in shared quarters

CARE of personal space

- *Develop a plan for maintaining personal space

BASIC home safety

- *Identify and remedy potential home hazards
- *Evaluate personal habits in terms of basic home safety practices

V. HUMAN DEVELOPMENT, INTERPERSONAL AND FAMILY RELATIONSHIPS

BROAD AREAS OF EMPHASIS

- HOME economics careers related to human development
- ADOLESCENT development
- BUILDING satisfying relationships
- PERSONAL management
- ROLES of individuals in contemporary society
- CONTRIBUTIONS of home economics to personal competence and satisfaction

A. HOME ECONOMICS CAREERS RELATED TO HUMAN DEVELOPMENT

*Identify career opportunities

B. ADOLESCENT DEVELOPMENT

PHYSICAL

GAINS in height and weight

*Identify factors that determine and/or influence one's physical structure

SEXUAL maturation

*Explain the process of sexual maturation

*Explain how sexual maturation influences attitudes, emotions and behavior

SOCIAL AND EMOTIONAL

CHANGES in interests, friendships and relationships with parents and other adults

*Interact with adults in satisfying ways

*Identify changes that often accompany adolescence

RESPONSIBILITY for personal behavior, values and standards

*Formulate a code of personal standards for behavior

WHOLESOME ways to express emotions and relieve stress

*Recognize emotions and express them in constructive ways

INTELLECTUAL

PROBLEM solving and decision making techniques

*Identify personal problems and use problem-solving techniques to work toward their solution

PLANNING for mental development throughout life

*Identify activities that stimulate mental growth

C. BUILDING SATISFYING RELATIONSHIPS

DEVELOPMENT of a positive self-concept

*Develop self-confidence and a positive self-concept

*Identify positive personal attributes

*Describe personal feelings and emotions

PERSONALITY traits

*Identify personality traits

*Describe behaviors that reflect personality traits

*Practice methods of modifying personality characteristics for improving relationships

*Relate personality characteristics to the development of human relationships

DATING

*Analyze functions of dating

*Identify dating responsibilities

*Describe dating problems

*Analyze effects of steady dating

*Identify causes of conflict between parents and children regarding dating

VERBAL and nonverbal communication skills

*Develop skills in verbal and nonverbal communication

*Identify communication practices leading to positive interaction

METHODS for resolving conflicts

*Resolve conflicts in constructive ways

ENTERTAINING and offering hospitality

*Entertain and offer hospitality to others

*Practice acting as a guest in hospitality situations

INTERACTION with those of different ages and backgrounds

*Initiate and maintain friendships of different types

D. PERSONAL MANAGEMENT

DEVELOPING personal values and definitions for success

*Identify personal values and goals

*Define personal success

PLANNING and controlling the use of money, time and energy to achieve goals

*Plan to use available time, energy and money to work toward desired goals

DECISIONS about life goals in terms of changing roles

*Identify changes in roles of individuals

*Use techniques for problem solving to make and check decisions about personal roles

E. ROLES OF INDIVIDUALS IN CONTEMPORARY SOCIETY

CONCEPT of role (47)

*Define the concept of role

CHANGES in role definition (48) (49)

POSSIBLE causes for changes in roles of individuals in contemporary society

*Identify characteristic roles of men, women and children in our contemporary society (50)

*Speculate what the roles of men, women and children will be like in the future

F. CONTRIBUTIONS OF HOME ECONOMICS TO PERSONAL COMPETENCE AND SATISFACTION

GREATER understanding of self and others

SKILLS for performing homemaking tasks

SKILLS for use in hobbies and recreational activities

SKILLS for earning money--part-time or full-time

*Use home economics learnings to increase personal competencies and satisfactions

VI. INTRODUCTION TO THE WORLD OF WORK

BROAD AREAS OF EMPHASIS

- ASSESSING interests and aptitudes
- DEVELOPING good work habits and attitudes
- VALUES in part-time jobs
- GETTING a part-time job
- KEEPING job records

A. ASSESSING INTERESTS AND APTITUDES

MEASURING interests

TESTING aptitudes and skills

RELATING aptitudes and interests to home economics related occupations

*Relate interests to job clusters

*Develop awareness of personal skills and aptitudes

B. DEVELOPING GOOD WORK HABITS AND ATTITUDES

CHARACTERISTICS that employers seek ▲

- *Come to class or job prepared for work
- *Follow directions of supervisor or teacher

SELF-analysis of work habits

- *Analyze personal work habits

IMPROVING work habits

- *Modify behavior when undesirable traits are ascertained

RELATING to employer and fellow workers

- *Cooperate with teacher/employer and fellow student/workers

C. VALUES IN PART-TIME JOBS

SKILL development

FINANCIAL rewards

GROWTH toward maturity

BUILDING a work history

- *Identify personal work goals

D. GETTING A PART-TIME JOB (51)

AVAILABILITY of job opportunities

UNPAID jobs that serve as learning experiences ▲

STEPS in applying for a job

- *Apply for a social security card
- *Obtain a work permit
- *Relate personal skills and interests to jobs available
- *Apply for a paid or unpaid part-time job, i.e., baby-sitting, paper routes
- *Perform successfully in a paid or unpaid part-time job

E. KEEPING JOB RECORDS

IMPORTANCE of keeping a record of personal work experiences

FORMAT for a work experience record

*Construct a form for keeping a record of personal work

*Keep job record form up to date

FHA-HERO ACTIVITIES FOR
ORIENTATION TO HOME ECONOMICS
TO BE DEVELOPED BY FHA-HERO STUDENTS

Clothing and Textiles

1. Prepare posters. Include items such as fabric properties, uses and care instructions along with a fabric swatch.

   A. Display with finished project on bulletin board or in display case.

   B. Use as "talking" boards for students when modeling or showing final project in a fashion show or to display in a booth during an open house.

2. Sponsor an FHA-HERO clothing care clinic by:

   A. Performing simple repairs for classmates.

   B. Teaching classmates to make simple clothing repairs.

Resource Management

3. For a program or class activity, place items around the room such as labels from cans and packages, pattern guide sheets, appliance manuals, newspapers, magazines, clothing labels, warning labels from medicines. Divide the group into teams to examine each item and discuss what the consumer's responsibility is in relation to each item. Write short answers and place on a bulletin board to complete the statement: IT IS THE CONSUMER'S RESPONSIBILITY TO . . .

4. Use the FHA-HERO Planning Process to make decisions related to an in-class project in order to become familiar with the process. Have each student identify a personal problem and use the Planning Process to work through the problem. Share ideas as to the effectiveness of the process and set up strategies for teaching other FHA-HERO members to use the process.

Foods and Nutrition

5. Prepare posters, bulletin boards, or displays for the department, school or community display area to:

   A. Identify the caloric content of popular foods.

   B. Identify low calorie foods suitable for a reduction diet.

   C. Show the relationship between nutrient values in "empty" calorie foods and more healthful foods.

6. Tear all food advertisements from one magazine.

   A. Sort into categories such as "healthful" vs "less healthful foods", basic four food groups, high calorie foods vs low calorie foods, or home prepared vs commercially prepared.

   B. Prepare 8½ x 11 posters by gluing pictures and adding written conclusions related to media influence on the consumers food purchasing habits. Distribute posters to doctor's and dentist's offices.

Housing, Home Furnishings and Equipment

7. Brainstorm possible cooperative techniques to maintain order and cleanliness in the classroom. Develop a plan to carry out some of the brainstorm ideas. Carry out the plan. Evaluate by identifying how the techniques used in the classroom might be applied to personal environments. Develop handouts to share with other students to help them work cooperatively.

Human Development, Interpersonal and Family Relationships

8. Assign each student to become a silent watcher and recorder of verbal and nonverbal communication at school and at home for a specific period of time. Divide recorded ideas into positive and negative interactions. Role play some of the negative interactions and develop some alternatives to improve communication. Develop lists of positive communication skills and place on the bulletin board or in a display case.

9. Identify former FHA-HERO members and persons within the community who have been enrolled in home economics courses. Interview or invite these individuals to speak to the students about the effect home economics has had on their lives.

Introduction to the World of Work

10. Have students develop a list of work habits and attitudes they have toward school. Analyze the list according to what they think will apply to employment skills. Share the lists with an employer or panel of employers and invite them to serve as guest speakers. Ask the employer(s) to identify what they feel are the most important skills needed and how FHA-HERO members can work toward those skills.

11. Identify a list of unpaid jobs available in the school and community for FHA-HERO members. Parallel each job with learning experiences that would better prepare students for employment. Develop into a pamphlet or handout and use to recruit other FHA-HERO members.

A-1

Topic: Clothing Care Labels

Objective: Identify information found on garment care labels.

Activity:

1. Have students bring in an article of clothing from home.
2. Provide each student with a care label worksheet (below).
3. Have students answer the care label worksheet.
4. Have students discuss their answers.

✂- -

CARE LABEL - WORKSHEET

Directions: Using the article of clothing you brought in, answer the following questions.

1. Write the information found on the care label.
2. Should your garment be machine or hand washed?
3. What is the water temperature for washing?
4. What is the water temperature for rinsing?
5. At what temperature should the garment be dried?
6. What information is given regarding bleaches?
7. What information is given regarding dry cleaning?
8. Does your clothing care label have all the required information?
9. What could happen if you do not follow the instructions on the clothing care label?

A-2

Topic: Stain Removal

Objective: Match stains to methods of removal.

Activity: (Bulletin Board)

1. Label the bulletin board "Get the Spot Out".
2. Make a puzzle, using poster board, with stains and stain removal information.
3. Scatter the pieces around the board. Have a student match a pair with the aid of other class members. Pieces may be matched by shape or any previous knowledge of stain removal.
4. As each pair is matched, the stain and method for removal should be discussed and a sample passed around the room.

Discussion questions:

a. When is the best time to remove a stain?

b. What are some other methods to remove stains?

A-3

Topic: Sewing Aids--Equipment

Objective: Identify sewing equipment and uses of the equipment.

Activity:

1. Cut out the terms and definitions attached. Place in a container.
2. Divide the class into two teams. Ask for one volunteer to be the spokesperson. This person will pick a term and definition out of the container and read one or the other aloud.
3. One person on each team will take a turn by answering with the appropriate term or definition. Allow 45 seconds for person to answer. If the team answering gives an incorrect answer or does not answer, the other team is allowed to respond.
4. Points are awarded to the team with the correct answer. The spokesperson can act as judge if there are any discrepancies. The team with the most points after the game is completed, wins the game.

AIDS	DEFINITIONS
SCISSORS:	Blades are different widths, handles have small matching holes, used to clip around curves and trim seams.
SHEARS:	Shaped to fit your hand, handles are not the same size, used to cut pattern pieces from the fabric.
PINKING SHEARS:	Have a zig-zag cutting edge, used to give seam edges a finished look.
CLIPPERS:	Used to clip threads at the start and end of every stitching line.
SEWING GAUGE:	Ruler with a sliding marker.
THIMBLE:	Helps to push the needle through the fabric when hand sewing, can be either metal or plastic.
PRESS CLOTH:	Used to prevent iron shine.
SLEEVE BOARD:	Used for pressing small areas.
TAPE MEASURE:	Helps to give you an accurate measure of your body. Can be made of cloth or plastic coated.
PINS:	Used to attach pattern pieces to fabric and to hold garment pieces together.
TRACING WHEEL:	Used to transfer pattern markings with carbon paper.
TAILOR'S CHALK:	Used to transfer pattern markings on fabric.
SEAM RIPPER:	Used to remove stitching threads without cutting the fabric.
NEEDLE THREADER:	A wire loop to pull thread through the eye of a sewing needle.
WRIST PINCUSHION:	Wear this on the wrist opposite the sewing hand when pinning patterns or sewing at the machine.
TRACING PAPER:	Inserted under the pattern to reproduce marking lines.

Topic: Sewing Equipment

Objective: Identify hand sewing equipment and its use.

Activity:

1. Display sewing equipment on a table or bulletin board. Number each article.
2. Prepare a handout for students. Example below.
3. Have students match the article to the appropriate usage statement.

SEWING EQUIPMENT

Directions: Match article to the appropriate usage statement.

Article	Use
1. tracing paper	___designed to cut and remove machine stitching
2. scissors	___used to mark fabric
3. pins	___used for cutting, clipping threads, trimming
4. sewing gauge	___used to measure short distances, has sliding pointer
5. pinking shears	___keep seam edges from raveling
6. seam ripper	___comes in a variety of colors to mark fabric
7. thimble	___narrow, flexible piece of material marked in inches or centimeters
8. tracing wheel	___hold many seams together while being stitched
9. measuring tape	___protects middle finger while hand sewing

A-5

Topic: Safety and the Sewing Machine

Objective: Identify safe practices when using the sewing machine.

Activity:

1. Provide each student with a "Sewing Safely" worksheet.
2. Have the students complete the worksheet and answer the 5 questions below.
3. Discuss answers after everyone has finished.

✂- -

1. What speed should be used when stitching at the machine?

____

2. Why should classmates not be talking with one another while either or both are sewing at the machine?

____

3. What would be some characteristics of good posture to assume at the machine?

____

____

4. What is the proper position of your hands when holding the fabric as you stitch a seam?

____

____

5. Can you name several other safety practices you would follow as you sew at the machine? List them.

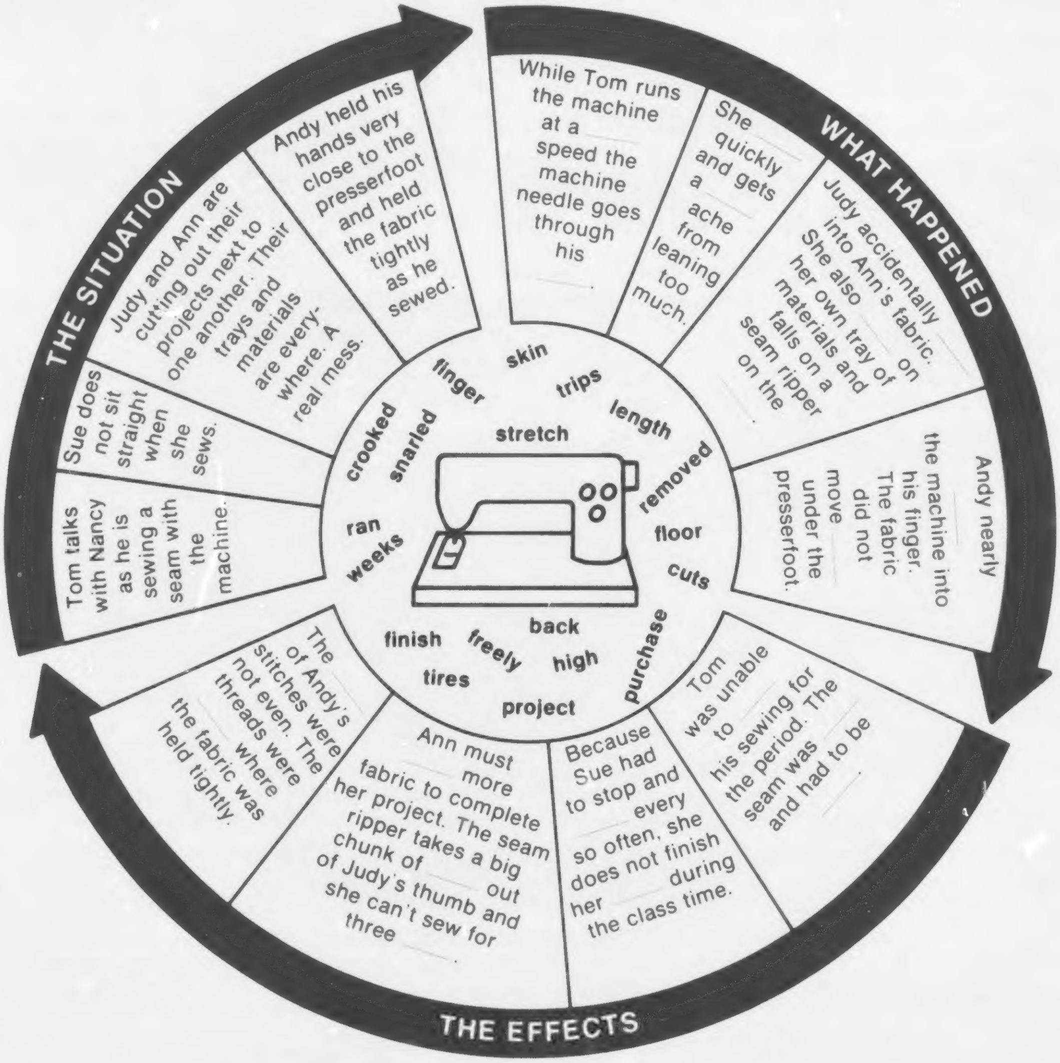
____

____

SEWING SAFELY

Directions:

1. Read the "Situations" and then "What Happened" and "The Effects." Fill in the blanks with the best words from the center.



THE SITUATION

Andy held his hands very close to the presserfoot and held the fabric tightly as he sewed.

Judy and Ann are cutting out their projects next to one another. Their trays and materials are everywhere. A real mess.

Sue does not sit straight when she sews.

Tom talks with Nancy as he is sewing a seam with the machine.

WHAT HAPPENED

While Tom runs the machine at a ____ speed the machine needle goes through his ____.

She ____ quickly and gets a ____ ache from leaning too much.

Judy accidentally ____ into Ann's fabric. She also ____ on her own tray of materials and falls on a seam ripper on the ____.

Andy nearly ____ the machine into his finger. The fabric did not move ____ under the presserfoot.

THE EFFECTS

Tom was unable to ____ his sewing for the period. The seam was ____ and had to be ____.

Because Sue had to stop and ____ every so often, she does not finish her ____ during the class time.

Ann must ____ more fabric to complete her project. The seam ripper takes a big chunk of ____ out of Judy's thumb and she can't sew for three ____.

The ____ of Andy's stitches were not even. The threads were ____ where the fabric was held tightly.

skin
finger
trips
length
stretch
crooked
snarled
removed
ran
floor
weeks
cuts
back
finish
freely
high
purchase
tires
project

A-6

Topic: Care Labels

Objective: Interpret instructions found on permanent care labels.

Activity:

1. Instruct students to complete the "Care Label Worksheet" using the "Consumer Care Guide for Apparel". (attached)
2. After completion, have students share their worksheet answers and answer the following questions:
    - a. Name fabric or clothing items appropriate for each care label.
    - b. What might happen if you do not read or interpret the instructions correctly?
    - c. If you make your own clothes, what should you do to insure proper care?

Note: Students could check garments they are wearing for different care information.

CARE LABELS' WORKSHEET

Beside each fabric label, write what it means, as defined by the Consumer Care Guide for Apparel. This guide will help you to understand the brief instructions found on permanent labels.

MACHINE WASH WARM
TUMBLE DRY LOW
REMOVE PROMPTLY
USE COOL IRON IF NEEDED

MACHINE WASH WARM [2]
LINE DRY
USE COOL IRON IF NEEDED

MACHINE WASH WARM [3]
TUMBLE DRY, REMOVE PROMPTLY

HAND WASH SEPARATELY [4]
LINE OR FLAT DRY
USE COOL IRON IF NEEDED

– DRY CLEAN ONLY – [5]
FOR PILE FABRIC,
CONSULT YOUR CLEANER

WIPE WITH DAMP CLOTH [6]
ONLY

DRY CLEAN ONLY [7]

CONSUMER CARE GUIDE FOR APPAREL

	WHEN LABEL READS:	IT MEANS:
MACHINE WASHABLE	**Machine wash**	Wash, bleach, dry and press by any customary method including commercial laundering and drycleaning.
	Home launder only	Same as above but do not use commercial laundering.
	No chlorine bleach	Do not use chlorine bleach. Oxygen bleach may be used.
	No bleach	Do not use any type of bleach.
	Cold wash **Cold rinse**	Use cold water from tap or cold washing machine setting.
	Warm wash **Warm rinse**	Use warm water or warm washing machine setting.
	Hot wash	Use hot water or hot washing machine setting.
	No spin	Remove wash load before final machine spin cycle.
	Delicate cycle **Gentle cycle**	Use appropriate machine setting; otherwise wash by hand.
	Durable press cycle **Permanent press cycle**	Use appropriate machine setting; otherwise use warm wash, cold rinse, and short spin cycle.
	Hand wash separately	Hand wash alone or with like colors
NON-MACHINE WASHABLE	**Hand wash**	Launder only by hand in luke warm (hand comfortable) water. May be bleached. May be drycleaned.
	Hand wash only	Same as above, but do not dryclean.
	Hand wash separately	Hand wash alone or with like colors.
	No bleach	Do not use bleach.
	Damp wipe	Surface clean with damp cloth or sponge.

	WHEN LABEL READS:	IT MEANS:
HOME DRYING	**Tumble dry**	Dry in tumble dryer at specified setting – high, medium, low or no heat.
	Tumble dry **Remove promptly**	Same as above, but in absence of cool-down cycle remove at once when tumbling stops.
	Drip dry	Hang wet and allow to dry with hand shaping only.
	Line dry	Hang damp and allow to dry.
	No wring **No twist**	Hang dry, drip dry or dry flat only. Handle to prevent wrinkles and distortion.
	Dry flat	Lay garment on flat surface.
	Block to dry	Maintain original size and shape while drying.
IRONING OR PRESSING	**Cool iron**	Set iron at lowest setting
	Warm iron	Set iron at medium setting.
	Hot iron	Set iron at hot setting.
	Do not iron	Do not iron or press with heat.
	Steam iron	Iron or press with steam.
	Iron damp	Dampen garment before ironing.
MISCELLANEOUS	**Dryclean only**	Garment should be drycleaned only, including self-service.
	Professionally dryclean only	Do not use self-service drycleaning.
	No dryclean	Use recommended care instructions. No drycleaning materials to be used.

*This care Guide was produced by the Consumer Affairs Committee, American Apparel Manufacturers Association and is based on the Voluntary Guide of the Textile Industry Advisory Committee for Consumer Interests.

A-7

Topic: Laundry Accidents

Objectives: Identify sources of garment care information.

Recognize the importance of proper laundering.

Activity:

1. Ask students to bring to class an article of clothing that is no longer wearable because of laundering, i.e., washing, drying or ironing.
2. Have students write on an index card how it was laundered (what happened to the garment?) and the original cost of the item. [Catalogs can be used to estimate the cost.] Attach to garment.
3. Have each student show the rest of the class their item and describe the problem and the estimated cost. As each garment is being discussed the cost of the garments will be recorded and added up for a total class dollar figure. Have each student also read the care label instructions.

Discussion questions:

a. What do all these garments have in common?

b. What are some of the losses when an article of clothing is ruined?

c. How can you increase the appearance and life expectancy of a garment?

d. What does the word "laundering" refer to?

e. Where can you obtain information to avoid laundry accidents?

f. What kind of information do you find on a permanent care label?

g. How do you know how to care for home sewn garments?

h. What do you do if the care instructions are on the package of a purchased garment?

i. What would you do if you did follow the care instructions properly and still ruined the garment?

j. How can you avoid laundry accidents if there are no care instructions given on the garment?

Topic: Laundry--Preparing Clothing for the Wash

Objective: Identify ways to prepare clothing for washing.

Activity:

1. Have the students read the information sheet, "Preparing Clothes for Washing."
2. Then have students complete the "Preparing Clothing for Washing Worksheet."

Discussion questions:

- a. Why should you repair garments before washing?
- b. Why is it a good idea to turn knits inside out before washing?
- c. Why should you close zippers before washing?
- d. What will happen to a facial tissue if it is left in your pocket when you wash your clothes?
- e. What may happen to a stain if it is not removed before washing?
- f. Why are heavily soiled items washed separately from lightly soiled items?

Preparing Clothing for Washing

Information Sheet

It is extremely important to carefully examine clothing before sorting. If you follow the below suggestions while preparing your clothing for washing, you will have more successful laundry results.

1. Repair garments needing repair. If you mend rips and tears before washing, this will prevent the tears from becoming larger. This will also insure that freshly washed clothing will be ready-to-wear. If you do your repairs after washing, you may wrinkle your clothing. Also, sew on any loose buttons or hooks; they may fall off during washing.
2. Remove trims, belts, buttons and fancy zipper pulls which are not washable.
3. Close zippers or hooks. They may snag fabrics if left open. Twisting motion may ruin open polyester/nylon zippers.
4. Tie loose items or attached belts to prevent tangling. Stockings are a good example.
5. Remove all items from pockets, i.e., folded notes, gum, pencil, ballpoint pens. A facial tissue left in your pocket will cover your clothes with lint. Ballpoint pens left in your pockets could ruin other garments being washed. Shake dirt from cuffs of pants.
6. Turn knits inside out to prevent snagging.
7. Socks and heavily soiled clothing should be laundered right side out.
8. Pretreat soiled areas with a detergent paste [thick mixture of detergent and water], a full-strength liquid detergent or a pre-treating spray product.
9. Remove any stains. Stains may set permanently, especially if washed in hot water.

Preparing Clothing for Washing Worksheet

Directions: Read the following statements and write in what should be done before washing and why.

1. Jim played baseball all afternoon in a muddy field. His pants and shirt had dirt and grass stains.

2. Kris has a light jacket with a zipper on the front.

3. Tammy has a Christmas dress with metallic trim and ornamental buttons that cannot be washed.

4. Sue has worn the same socks all semester in her physical education class. Her teacher says she must wash them before the next class or she will be failed.

5. Kurt has had a severe cold for two weeks and keeps a supply of tissues in his pants pocket.

6. Rose does not carry a purse. All of her outfits have pockets so she can carry her pen, school I.D. and driver's permit.

7. Dan's shoulder seam ripped while reaching for some boxes on a top shelf.

8. Ellen's jacket has beautiful buttons and 2 of them are loose.

9. Terri has a pullover sweater with a belt attached.

10. Peter has a robe with 3 hooks and snaps on it.

Topic: Laundry--Sorting Clothes

Objective: Demonstrate sorting clothes appropriately.

Activity:

1. Prepare index cards with pictures of clothing articles. Write care instructions on the card. The index cards should represent typical wash loads: clothes which must be hand washed, delicate items, white and lightly colored items, dark colored items. Make 3-4 sets of 35-40 cards/set.

2. Ask students the following questions:

   a. Do you sort clothes before you wash?

   b. If not, what might happen?

   c. How do you sort your clothes? What kinds of articles do you put together?

3. Divide students in groups and give each group a set of cards.

4. Instruct students to sort clothes for washing. Have students write down why they sorted them into the various piles.

5. After they have completed the sorting, have one person per group explain their groupings and why they decided where to place items.

Discussion questions:

a. What are some various ways to sort clothes? Why?

b. What does the term "colorfast" mean?

c. Where can one find washing information for sorting clothes?

d. Name some general guidelines for sorting clothes.

Topic:	Tools and Equipment
Objective:	Identify and explain the functions of clothing construction tools.
Activity:	Distribute clue sheet, puzzle, and references to the students. Have them complete the puzzle.

ANSWER KEY:

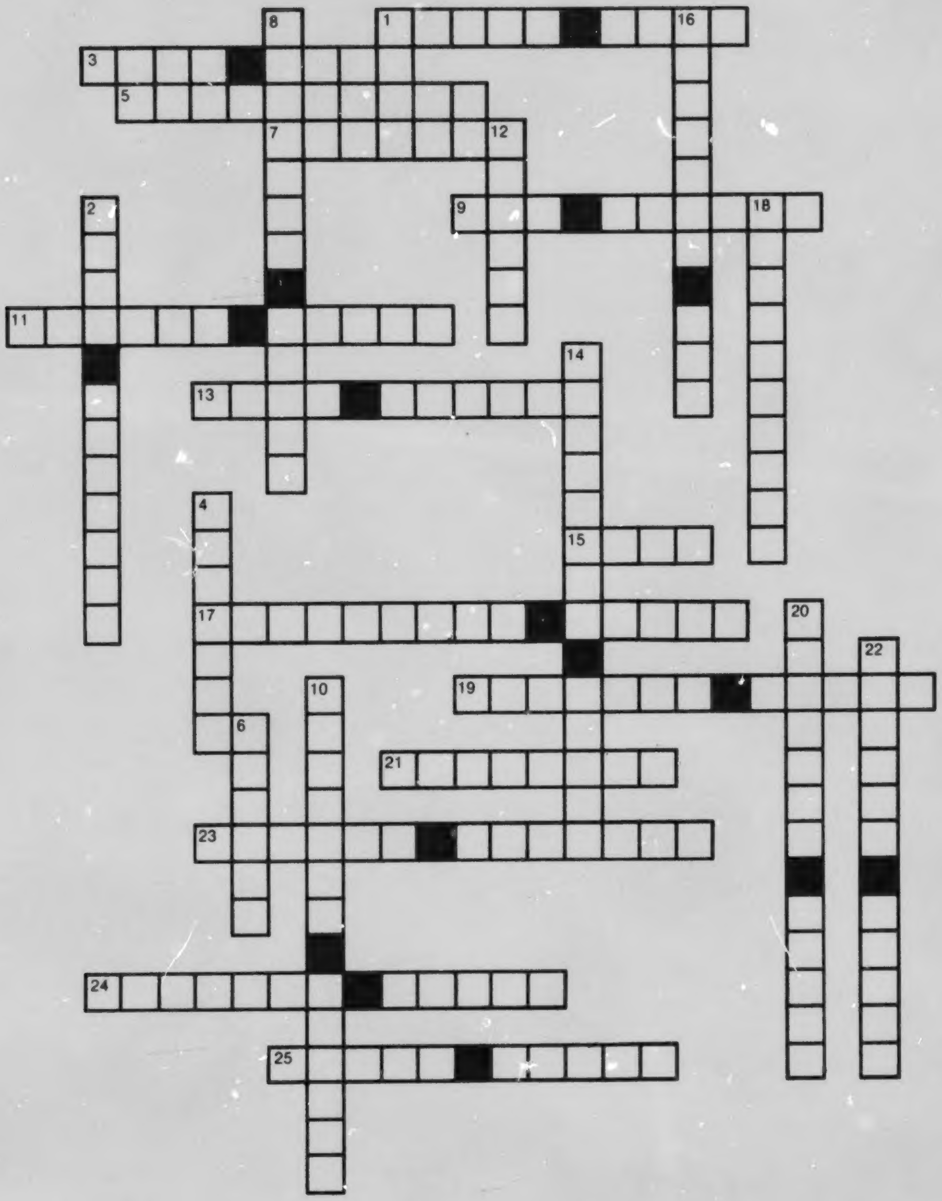
ACROSS

1. Press mitt
3. Seam roll
5. Buttonhole
7. Needles
9. Hem marker
11. Sleeve board
13. Seam ripper
15. Iron
17. Measuring gauge
19. Tracing paper
21. Scissors
23. Sewing machine
24. Tailor's chalk
25. Meter stick

DOWN

2. Tape measure
4. Thimble
6. Thread
8. Ironing Board
10. Pinking shears
12. Shears
14. Pressing cloth
16. Tailor's ham
18. Embroidery
20. Tracing wheel
22. Needle board

CONSTRUCTION TOOLS CROSSWORD PUZZLE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CONTRUCTION TOOLS

CROSSWORD PUZZLE CLUE SHEET

ACROSS

1. Pressing equipment worn on the hand.
3. Used when pressing seam.
5. Scissors used to cut buttonhole open.
7. Sizes 7 or 8 are used for most hand sewing.
9. Used to measure and mark hems evenly from the floor.
11. Useful for pressing sleeves and small pressing jobs.
13. Used to remove unwanted stitches.
15. Used for pressing, can be dry or steam.
17. Used for hems, cuffs, or other areas that must be evenly measured and/or marked. Usually 15 centimeters in length.
19. Comes in a variety of colors so that markings will show on any fabric.
21. Used for cutting and measures about 12.5 to 15 centimeters in length.
23. Comes in many brand names and models with a variety of attachments.
24. Used to make marks on the fabric, comes in cake or pencil form.
25. 90 centimeters, used for general measuring.

DOWN

2. Numbered from 1 to 150 centimeters on each side, used for measuring.
4. Used for hand sewing to help push the needle through the fabric.
6. Should match color of material, if none available, choose a shade darker.
8. Those which can be adjusted to suit different heights are generally preferred. Should be well padded and covered with heat resistant materials.
10. Cutting equipment used to finish edge of seams so they will not fray or ravel.
12. Cutting equipment about 17.5 or 20 centimeters in length with one handle for the thumb and one for two or three fingers.
14. Used to prevent shine when you press on the right side of the fabric.
16. Pressing equipment used to shape the garment.
18. Scissors used for fine trimming, needlework, and embroidery.
20. Used to make pattern markings on the fabric.
22. Used to press pile fabrics.

A-11

Topic: Sewing Tools and Equipment

Objective: Match the use/purpose of parts of the sewing machine, tools, aids, and pressing equipment with their appropriate names.

Activity: "NAME THAT WORD" [like T.V. game Password]

1. Divide the class into two groups and have them sit in two rows, facing each other. Each group will choose one member to act as a judge to keep the stop watch and team scores.
2. Give the first person on Team A a folded card with the key word written on it. This student gives a one word clue to the first person on Team B, who attempts to name the item. If the clue is missed, the second person on Team A gives a new clue to the second person on Team B. This procedure continues until a member of Team B correctly names the item or the team misses four acceptable clues.
3. After four clues have been given, the word is revealed, and team B subtracts a penalty score of 5 points.
4. After Team A has given clues for five words, play will reverse and Team B will give clues to Team A. Play will continue to switch every five words until time is out or all the key words have been used.

Scoring: Team receiving clues - 5 points for a correct answer on the first clue, subtracting one possible point for each clue missed. Subtract 5 points if all four clues are missed. No penalty if clue given is unacceptable.

Team giving clues - Cannot gain points while giving clues. Subtract 1 point for faulty/incorrect or no clues. Unacceptable clues consist of a] more than one word, b] incorrect or misleading meaning, c] or include a part of the key word in the clue.

KEY WORDS TO BE IDENTIFIED/DEFINED

- ham
- seam roll
- sleeve board
- pin cushion
- zipper foot
- pressure foot
- feed dog
- tracing paper
- pounding block
- steam iron
- press cloth
- ironing board
- button holer
- tension regulator
- bobbin
- cutting board
- point presser
- ripper
- seam gauge
- thread guides
- take-up lever
- throat plate
- foot peddle
- needles
- straight pins
- French curve
- measuring tape
- scissors
- tracing wheel
- chalk
- hem marker

Note: This activity could be adapted to any area.

A-12

Topic: Record Keeping

Objective: Recognize the benefits of record keeping.

Activity:

1. Have students identify sources of their personal income.

   Examples:
   - a. income from work i.e., babysitting, mowing lawns, doing odd jobs, etc.
   - b. income from allowance
   - c. income from gifts
   - d. income from asking

2. Ask students to write down the amount of income under each category for a particular time period.

3. Have students write down where that money was spent using the following possible categories. (A chart could be prepared)

   a. meals and snacks

   b. cosmetics, hair care, jewelry, and toiletries

   g. miscellaneous

   c. bikes, tools, hobbies and recreation

   d. gifts and donations

   h. savings accounts

   e. school supplies, books, tapes, records, magazines

   f. clothing

Discussion questions:

a. How is record keeping useful?

b. What are some possible consequences for not keeping records?

c. How can keeping records help plan for future purchases?

d. How do values influence expenditures?

Note: Have students keep records of their income and expenditures for a 1-2 week period using a prepared form.

Topic: Savings Accounts

Objectives: Devise a checklist of factors which affect the cost and services of bank savings accounts.

Evaluate three bank's savings account services, using the checklist.

Activities:

1. Ask the students the following questions:
   - a. What is savings?
   - b. Why do people save money?
   - c. What are some possible sources of saved money?
   - d. Name some places people save money.
   - e. What happens to the money in a savings account?
   - f. If you were going to open a savings account, what would you want to know about the savings account and the bank?
2. Have students brainstorm questions they would ask a banker about a savings account.
3. Invite two local bankers to visit the class and discuss the benefits of savings accounts. Have students ask the questions they wrote.
4. Divide the class into three groups. Distribute the Savings Account Checklist and explain the terms Safety, Convenience and Earnings. Students then will visit different institutions to find out what services are offered and how to open an account at the institution they visit. The checklist will be used as a guide in the information search. As a class, compare services of the different institutions. Decide which bank best fits the needs of the class. Obtain copies of the forms needed to open an account and explain to the class. (Encourage students to open their own accounts)

5. As a class project students could conduct any kind of a sale and open a class savings account at the institution which best meets their needs. When the account statements are received they should be explained. At the end of the course, withdraw the money and distribute the original investment and the interest to the students.

Note: Compare banks to Savings & Loans and Credit Unions.

SAVINGS ACCOUNT CHECKLIST

SAFETY

Is the deposit insured?

Who insures the money?

CONVENIENCE

What are the banking hours?

Where is the bank located?

Are there drive-up facilities? Walk-up facilities? Facilities for the handicapped?

If a joint account, are both signatures needed?

Is there a charge/withdrawal after a certain number?

Does the bank have 24-hour computerized services?

How many statements per year does the customer receive?

Can a parent put money in a child's account without the child's signature?

EARNINGS

What is the interest rate per year?

Is it simple or compound interest?

Are there any service charges?

SAVINGS
SAVINGS ACCOUNT
©VOLK

A-14

Topic: Energy Conservation

Objective: Become aware of how often limited resources are used and how they might be conserved.

Activity:

1. Ask students to keep a diary for a week of their use of a particular resource (electricity, water, or gas), and of human energy (as in bicycling, sweeping with a broom, beating a cake by hand, etc.)
2. When the diary period is up, have students study the record and try to find ways in which they could conserve on the first resource and/or increase use of the second.
3. Discuss the advantages and disadvantages involved in reducing resource use. Each student might agree to make one behavioral change which would conserve resources.

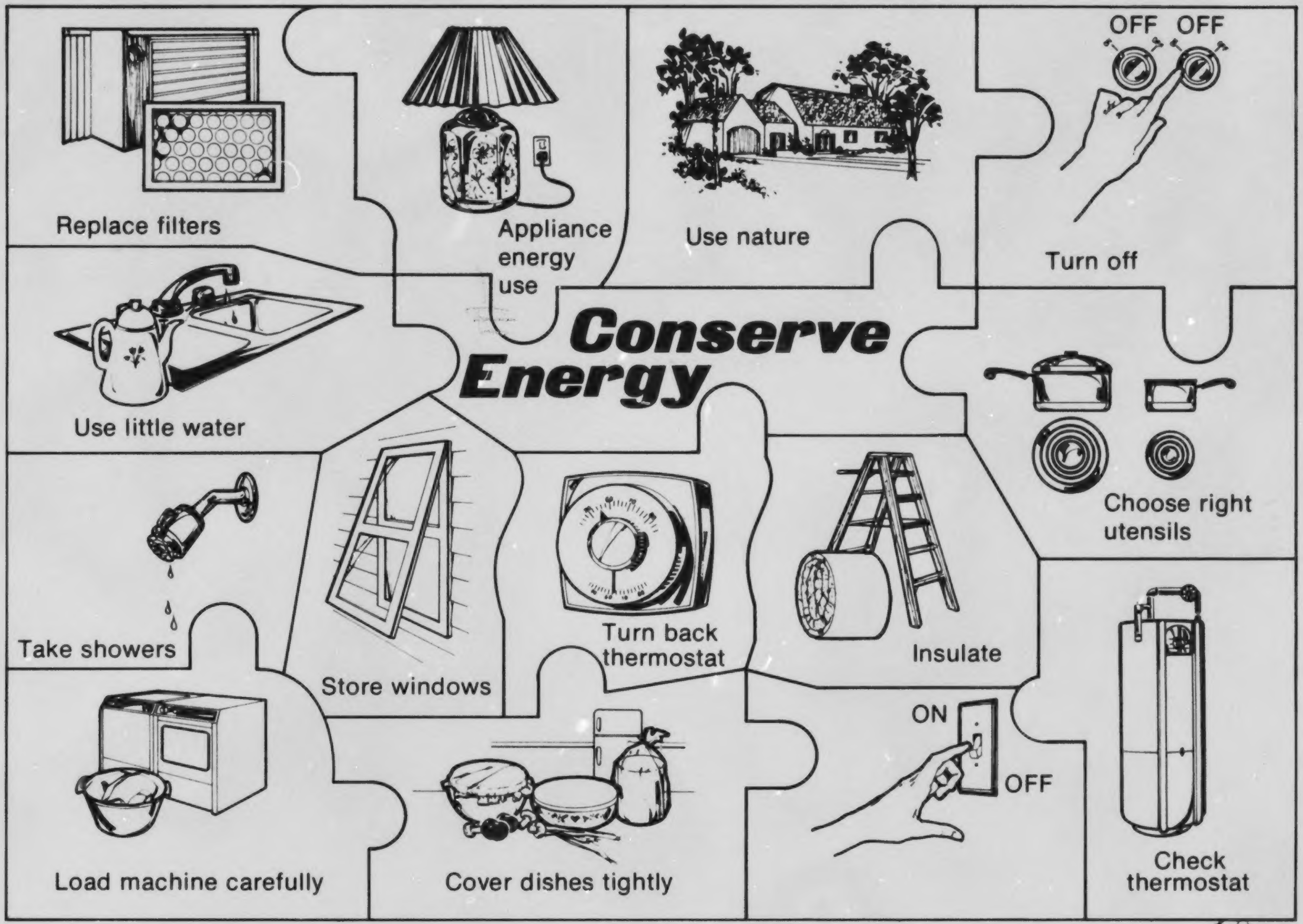
A-15

Topic: Energy Conservation

Objective: Describe ways to conserve energy at home.

Activity:

1. Make one or more copies of the "Conserve Energy" puzzle and cut apart as indicated. (attached)
2. As students arrive for class, give each one a puzzle piece.
3. When everyone has a piece, allow time for putting the puzzle(s) together.
4. Discuss each picture in turn, and ask students to look in references for other ideas to conserve energy.


Replace filters
Appliance energy use
Use nature
OFF OFF
Turn off
Conserve Energy
Use little water
Choose right utensils
Take showers
Store windows
Turn back thermostat
Insulate
Load machine carefully
Cover dishes tightly
ON
OFF
Check thermostat

A-16

Topic: Warranties

Objective: Review warranty information.

Activity: Duplicate the Warranty Tic-Tac-Toe, one for each class member. Two people play this game. The first player picks one of the nine squares and answers the question in it. If the player answers correctly, that person places an "x" or an "o" in the square. If the player answers incorrectly, the turn is missed. The player who gains three squares in a row, or on a diagonal, wins! Have the students play 2 times.

Warranty Tic-Tac-Toe

What is the difference between a guarantee and a warranty?	How is an implied warranty different from a written warranty?	What obligations do you have for a warranty?
What is the difference between a full and a limited warranty?	What is a warranty?	What do you do when you have trouble with a warranty?
What is the purpose of a product warranty?	Explain the Magnuson-Moss Act.	What information should you look for in a warranty?

Topic: Functions and Sources of Nutrients Needed by the Body

Objective: Identify foods rich in certain nutrients.

Activity:

1. Assign each student a nutrient to study.
2. Seat students in a circle, with each one wearing a sign identifying the nutrient they studied — write the nutrients as headings on a chalkboard.
3. Hold up pictures of various foods. Students should stand if the food being shown is a rich source of the nutrient they studied.
4. Write, or have a student write each food under the proper nutrient headings on the chalkboard.
5. Stop the activity when several foods are listed under each nutrient and draw conclusions such as:

   Some foods are rich in many nutrients.

   Some foods contain few nutrients.

   A food group may contain foods rich in several nutrients.

   Some nutrients (such as Vitamin C) are found mainly in one food group.

Note: Students may bring in pictures, labels or food packages for this exercise. Large silhouettes representing the four food groups or the nutrients could be drawn on poster board, and the pictures pasted in the proper silhouette to provide attractive room decorations.

Topic: Influence of Peers on Food Choices

Objectives: Become aware of influences on food likes or dislikes.

Activity:

1. Before class, prepare two foods unknown to the class.
2. Before class, ask two popular students to act out liking one of the foods you have prepared and disliking the other. (Other class members will not know that this is a "set-up" situation.)
3. When class begins, tell students that you would like their reactions to two foods you have prepared.
4. Ask your confederates to go first.

   Example: The foods are Quiche Lorraine and Spinach Souffle

   Teacher: "Jim and Sue, will you go first?"

   Jim: (tastes Quiche) "Yuk. . . this is terrible"

   Sue: "Ohhhh, I don't like it."

   Jim: (tastes Souffle) "Gee, this is really good."

   Sue: "Mmmmm. It is good. What's in it?"
5. When all students have tasted the foods, distribute pieces of paper, and have them indicate their like or dislike for each food.
6. Ask two students to tabulate the responses quickly on the board.
7. Ask: "Did Jim and Sue influence you? Can you think of any food you have learned to like or dislike because someone else showed a like or dislike for it? What other factors influence food likes and dislikes?"

Note: Other foods may be used.

Topic: Influence of Mass Media on Food Choices (Advertising)

Objective: Become aware of appeals used in food advertisements.

Activity:

1. Show students a variety of food advertisements and ask them to identify the appeal used. What attracts the reader to this item? What about the advertisement might make the reader want to purchase it?

2. Divide students into groups and assign each group a nutrient and sources of information about that nutrient.

3. Direct students to prepare an advertisement for the assigned nutrient, using the types of appeals identified.

4. After each group presents its advertisement, help the class to evaluate the consumer appeal in terms of color, neatness, and information given.

A-20

Topic: Food Advertisements

Objective: Analyze food advertisements.

Activity:

1. Provide, or have students bring in, magazines containing food advertisements.
2. Ask each student to select a food advertisement.
3. Ask students to block out all nonfactual information in the printed material and then answer questions such as:
    a. In what food group does the advertised food belong?

    b. What nutrients does it contain?

    c. Does the advertisement appeal to a particular category of consumer? children, teenagers, mothers, etc.

    d. What general appeals are used? (pleasure, economy, nutrition, convenience, etc.)

    e. How do food advertisements influence the consumer?

    f. Would you try the product? Why or why not?
4. Encourage students to share results and draw some general conclusions about advertisements.

A-21

Topic: Emotions and Food Choices

Objective: Become aware of the influence of emotions on food choices.

Activity:

1. Collect colored pictures of foods, both "nutritious" and "nonnutritious."
2. Direct students to react with hand signs: thumbs-up for positive [like]; thumbs-down for negative [dislike]; and hand flopping for neutral.
3. Hold up pictures one at a time so that students may react to each.
4. Call attention to variations in responses.
5. Ask students to write names of food which fit these descriptions:
    a. I like this on a hot day.
    b. I like this on a cold day.
    c. I like this when I'm tired.
    d. When I feel sick, I want this.
    e. I like to eat this with my friends.
    f. I consider this "baby" food.
    g. This food means "Christmas" to me.
    h. When I was little, this food made me feel grown-up.
    i. This food means "a party" to me.
    j. I think of this food as very expensive.
    k. I think of this as a food you can eat if you're poor.

    [The teacher may adjust these to suit the group.]
6. Guide students to compare reactions, similarities, and differences.

7. Conclude the lesson with students listing reasons why they like or dislike some foods. For example:

Like	Dislike
1. gave physical pleasure, e.g., a cold drink on a hot day	1. caused physical distress e.g., upset stomach
2. ate it in a pleasant social setting, e.g., at a party	2. ate in an unpleasant setting, e.g., somebody telling me to hurry up
3. provided by a loved person, e.g., mother or other relative	3. tasted bad because it was spoiled or not properly cooked
4. was given it as a reward, e.g., candy when I was "good"	4. provided by somebody I disliked

8. Draw attention to the fact that all of these are based on feelings or emotional responses. Note the importance of connecting nutritious foods to pleasant experiences.

Topic: Meal Planning Guides--Basic Four

Objective: Classify foods in the Basic Four food groups using information from the package or label.

Activity:

1. Prepare several large boxes containing food packages, cans, wrappers or labels (students may be asked to bring these in). Also, prepare a worksheet containing the names of each product in the boxes and a separate key, classifying each container in the proper food group.

2. Label five tables as Milk, Meats, Grains, Fruits and Vegetable and Other.
3. Give Basic Four food charts to each student and explain characteristics of the foods in each group. Show how the first two ingredients on a label usually indicate the food group of the labeled product.

4. Divide the class into working groups, one group per box.
5. Instruct each group to pull packages from their assignd box, read the labels, and then place each package on the correct table according to food groups.

6. When groups have finished, give each student the worksheet with all the food packages listed. Class members should go to each of the tables and circle any misplaced foods. Review requirements for placing a food in a group.

Note: The worksheet may be scored by giving 5 points for each food which is in the proper food group.

A-23

Topic: Meal Planning Guides--Basic Four

Objective: Identify the basis for the Basic Four food classification.

Activity:

1. Use the National Dairy Council food models for this exercise. If desired, you may organize the class into groups and give each group a selection of the models.
2. Turn the models face down so that the information on the back is visible. Ask the students to divide the models into five groups which are similar in their nutritional content.
3. Turn up one group of foods at a time and have students list the foods in it. Identify the groups as the Basic Four and point out that each group has specific nutrients in significant amounts. These nutrients will be missing in the diet if a variety of foods are not eaten.

Note: This activity may also be done using a selection of the comparison cards from the Dairy Council. The names of the foods on the cards should be covered first. A suggested selection might be:

rice
corn flakes
whole wheat bread
sugar cookie

pork chops
meat patty
fried perch
hard cooked egg

green beans
banana
green peas
tomato
greens

cheddar cheese
milk
skim milk
yogurt
cottage cheese

gelatin dessert
jelly
French dressing
soft drinks

Topic: Food Preparation Terms

Objective: Define terms related to food preparation.

Activity:

1. Divide students into groups and either give them, or ask them to find, terms related to food preparation. Each student group will work with a different food group.
2. Ask students to find pictures or actual objects which will be clues to the meaning of the various terms. For example, a group using meat cookery terms might collect: a marble, a shoe, a hammer, a report card, a can of tomatoes, a knitted article made with ribbing, a dinner plate, a picture of a score board, etc.
3. During class, have each group in turn present its clues, and ask other students to relate each clue to some fact about the food group.

Note: If desired, this activity may be arranged as a game with teams, score keeping, and a winner. It is best suited for review purposes, and may be adapted for any home economics subject area.

A-25

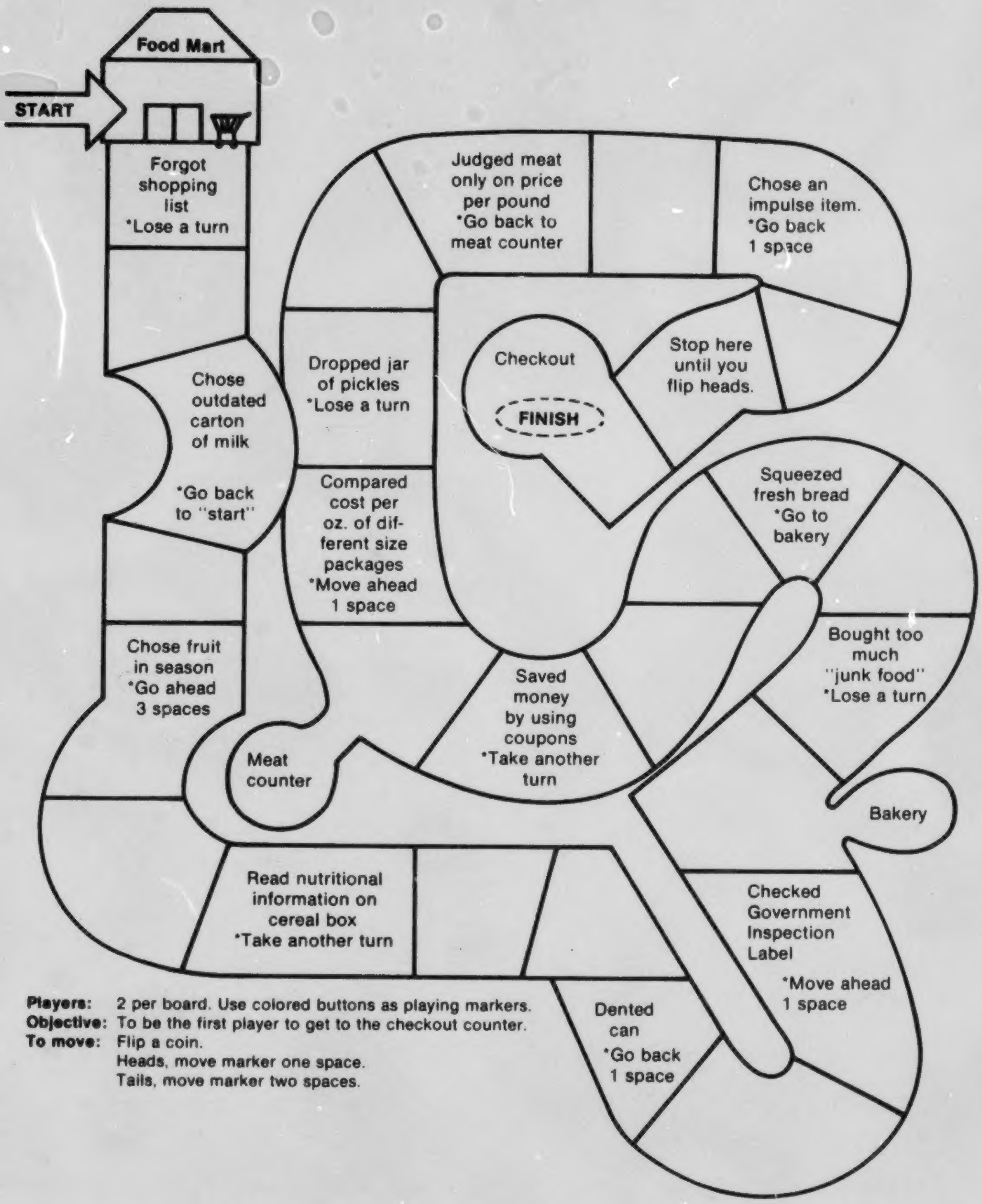
Topic: Shopping Skills

Objective: Identify desirable and undesirable practices in food shopping.

Activity:

1. Duplicate copies of the Supermarket Game sheet, so that each pair of students can share one. (attached)
2. Obtain buttons to use as markers. (Players move by flipping a coin.)
3. When students have completed the game, guide them in reviewing the desirable and undesirable practices on the game board, as well as others they may know about.

"ADVENTURES AT THE SUPERMARKET" GAME


Food Mart
START
Forgot shopping list
*Lose a turn
Chose outdated carton of milk
*Go back to "start"
Chose fruit in season
*Go ahead 3 spaces
Meat counter
Read nutritional information on cereal box
*Take another turn
Dented can
*Go back 1 space
Checked Government Inspection Label
*Move ahead 1 space
Bakery
Bought too much "junk food"
*Lose a turn
Squeezed fresh bread
*Go to bakery
Saved money by using coupons
*Take another turn
Compared cost per oz. of different size packages
*Move ahead 1 space
Dropped jar of pickles
*Lose a turn
Judged meat only on price per pound
*Go back to meat counter
Chose an impulse item.
*Go back 1 space
Stop here until you flip heads.
Checkout
FINISH

Players: 2 per board. Use colored buttons as playing markers.
Objective: To be the first player to get to the checkout counter.
To move: Flip a coin.
Heads, move marker one space.
Tails, move marker two spaces.

Topic: Energy Conservation in Food Preparation

Objective: Identify cooking and baking practices which conserve energy.

Activity:

1. Have students work out the matching exercise which follows.
2. Have the students discuss the suggestions, and add others. Then have students make two lists:
   a. ways to save energy when cooking at home
   b. ways to save energy when cooking at school
3. Help students make some colorful Energy-Saver posters or placards to post in the lab. List feasible directions such as:
   - Don't peek in the oven
   - Start vegetables cooking in hot water
   - Turn off unit one minute (experiment to find out correct time) before cooking time is up

KEY TO MATCHING EXERCISE

1 - b
2 - g
3 - k
4 - e
5 - f
6 - i
7 - d
8 - c
9 - h
10 - j
11 - a
12 - l

Note: Students may be checked on energy-saving practices during regular laboratory evaluations.

"SAVE ENERGY"

Directions: Match column A items to column B items to figure out how to save energy in food preparation

Column A

1. Susan is heating milk for mashed potatoes. It would take less energy to:
2. Dad opens the door of the oven often to check on his dinner. He'd be smarter to:
3. Only two of the burners on Mrs. Smith's range are working. To be energy wise, she should:
4. Mrs. Anderson used to bake a cake in the afternoon, make lasagna an hour before dinner and prepare a vegetable on top of the range. Now she:
5. Frozen foods are handy but you will save energy if you will:
6. Soups, casseroles, and stews are favorites. A cook who is energy wise will:
7. Many families like potatoes for dinner. A smart energy saver will:
8. An energy saver will take a tip from the Chinese and:
9. Vegetables can be energy savers if you will:
10. Gas and electric ranges use a lot of energy, so an energy wise cook will:
11. Utility companies give energy saving advice when they suggest:
12. Rich boils a large pan of cold water (no lid) for spaghetti, to be energy wise, he should:

Column B

____ a. take advantage of off-peak rates by cooking before 4 p.m. and after 8 p.m. in the winter.

____ b. boil potatoes covered until done; turn lid upside down over pot and pour in milk to heat before adding to potatoes.

____ c. stir-fry meat and vegetables cut in uniform 1-inch pieces so that they cook faster.

____ d. cook double to have enough left over to use a different way for the next evening's meal.

____ e. plans some dinners so she can cook all the courses in the oven for the same time at the same temperature.

____ f. thaw before cooking.

____ g. keep the oven door closed until the minimum cooking time is up.

____ h. make salads with raw vegetables such as broccoli, cauliflower, or even thawed frozen vegetables

____ i. cook two or three times as much as will be eaten; then freeze the rest for later use.

____ j. use small appliances or a microwave oven when possible.

____ k. keep all appliances in good working order.

____ l. start with warm water and a lid on the pan.

A-27

Topic: Eating Patterns

Objective: Identify snacks which fit into the Basic Four food groups.

Activity: Reproduce and distribute the attached puzzle for students to work out either individually or in groups.

ANSWERS TO PUZZLE

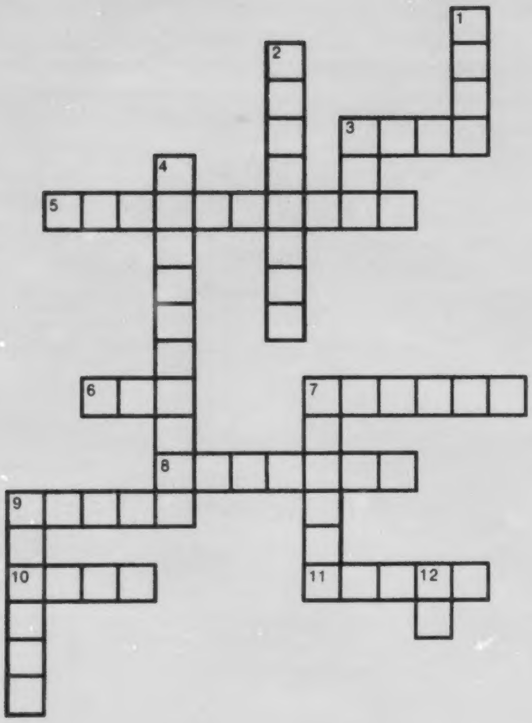
Down

1. Four
2. Nibbling
3. Fat
4. Food Groups
7. Cheese
9. Muffin
12. TV

Across

3. Four
5. Incomplete
6. Two
7. Carrot
8. Protein
9. Meals
10. Four
11. Empty

NUTRITION PUZZLE



Down

1. Teens should eat ____ or more servings of the fruit and vegetable food group daily.
2. Another word for snacking.
3. Chocolate is high in calories because of its ____ content.
4. Used to evaluate nutritional value of snacks (2 words).
7. Calcium rich snacks include milk, sardines, dark green leafy vegetables, and ____.
9. For energy, thiamine, niacin and riboflavin (B vitamins), you should choose a muffin or a banana?
12. Popular activity with snacks.

Across

3. Teens should eat ____ servings of the bread and cereal food group.
5. Nuts are an ____ protein.
6. Teens should eat ____ servings or more of the meat, poultry, fish or egg food group.
7. A vitamin A rich snack.
8. All calories are found in three nutrients--fats, carbohydrates and ____.
9. Snacks can not take the place of ____ but can enhance one's nutrition.
10. Teens should eat ____ or more servings of the milk food group.
11. Soft drinks and many candy bars are "____" calorie foods.

Topic: Nutrient Content in Foods

Objective: Identify foods high in each of the nutrients for which U.S. RDA's have been established.

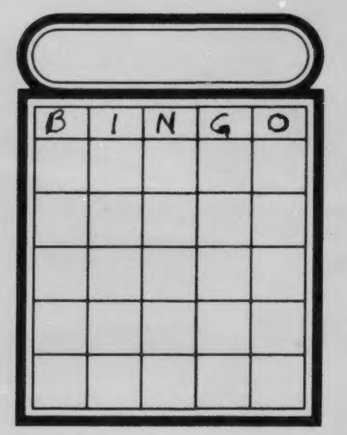
Activity:

1. Have each student construct a bingo card out of poster board (9" x 9" or desired size to fit available pictures). Divide the card into 25 squares, 5 across and 5 down, leaving space to print BINGO, one letter to each column, across the top of the card. In each square glue a picture of a food. Cover the card with clear Contact or laminate it.

2. Prepare cards for the caller, each containing a letter from the word BINGO, and the name of one of the nutrients.

3. Choose a caller who will select cards and read out the letter and nutrient. Players who have foods containing large amounts of the nutrient (this may be defined as some arbitrary percentage of the RDA) may cover that space with some type of marker.

4. When someone has a BINGO, check the information by having it read aloud.



Topic: Nutrient Content in Foods

Objective: Name food sources of essential nutrients.

Activity:

1. Provide students with magazines, stiff cardboard or tagboard, string, coat hangers, glue or paste, and felt tip markers.
2. Divide students into groups and assign each a specific nutrient.
3. Have them cut out pictures of foods rich in that nutrient and paste the pictures on a piece of cardboard cut to any desired shape. Between the pictures they should write the name of the nutrient and its functions.
4. Combine the completed shapes into one or more mobiles and hang in the classroom.

Note:

a) Reference materials should be available so that students can check nutrient content of foods. You may want to define a "rich source" as one that contains 10% or more of the U.S. RDA.

b) USDA Ag. Information Bulletin No. 382, "Nutrition Labeling--Tools for its Use," has lists of rich sources of various nutrients.

Topic: Influence of Aesthetics on the Enjoyment of Food

Objective: Select and arrange food for attractice service.

Activity:

1. Provide, or have the students provide, colored magazine pictures of a variety of food items.
2. Provide circles of typing paper to represent dinner plates [actual paper plates could be used].
3. Begin the activity by having the students find and show other class members pairs of foods which contrast in color, texture, temperature, shape and flavor.
4. Next have the students work alone or in pairs to put three or four foods on a "plate" which will provide all 5 contrasts. Ask class to evaluate choices.
5. You may vary this activity by asking the students to prepare a plate with one contrast missing. Plates should be exchanged and another student could identify the missing contrast and correct it.

NOTE: The pictures could be pasted on the circles and used later in other ways. For example, you might test by holding up a selection and asking for the contrasts or the missing contrasts. Or, a bulletin board could be constructed to emphasize the aesthetics of food.

Topic:	Measurement Equivalents (metric and standard)
Objective:	Recognize equivalent metric units for standard units of measurement and vise versa.
Materials:	Make a set of cards (23 pairs), with traditional measurements on one card and the metric equivalent on a matching card. (Example: "4 cups" on 1 card and "1 liter (approx.)" on the other.) Duplicate the set so each group of 4-6 students will have one. Make a key sheet listing all matches.

Activity:

1. Divide students into groups of 4-6, assigning one person as the judge to hold the answer key, but not to play. (One set of cards is needed for each group.)
2. Have dealer pass out 3 cards to each person. If they obtain a pair (standard unit of measurement and its equivalent), they may place it in front of them. The judge will validate the decision. The remaining cards are placed in a stack. The top card is turned over (like rummy or crazy eights). Each player takes a turn drawing the top card of either pile. If it matches one of the held cards, it is set in front of the player. A player must discard one card if no match is obtained. This card is placed face up on the face-up pile. When the pile of cards is exhausted, the discard pile is shuffled and turned over. The top card is turned over to make the other pile. The game continues until all cards have been matched. When all the draw cards are used, players take turns drawing from each other's hands.
3. The winner is the player with the greatest number of matches.

Note: Learning may be increased by having each player read the matches aloud. This game may be used in any subject area where there are two sets of information which can be matched.

A-32

Topic: Terms Related to Food Preparation (Measurement)

Objective: Choose the appropriate equipment to measure different ingredients.

Activity:

1. Have students go to the laboratory units, one small group of students to each unit. Each group is to work together to find the equipment needed to measure the ingredients which you will read.

2. Read the items on this list, one at a time:

   1 c. milk
   ½ c. rice
   ¼ c. powdered sugar
   3/8 c. vegetable oil
   2/3 c. corn syrup
   3/4 tsp. salt
   ½ c. orange juice
   3/4 c. solid shortening
   1 c. brown sugar
   1 tsp. vanilla
   5/8 c. oat cereal
   1 ½ tbsp. baking powder

3. The group which is the first to produce the correct equipment for measuring an ingredient gains a point.

Note: Adapted from Sasse, Connie R., Discovering Food (Teacher's Guide) Chas. A. Bennett Co., Inc., 1978.

Topic: Kitchen Appliances and Equipment

Objective: Identify commonly used pieces of kitchen equipment and appliances from clues.

Activity:

1. Have students play "20 questions," trying to identify common kitchen equipment by asking appropriate questions.
2. Explain that students are to try to identify the equipment by asking questions which can be answered with "yes" or "no." The student who begins may continue questioning until a "no" answer is received. At that point, another student must take over. For example, the piece of equipment might be a blender. Students might ask questions like: "Is it electrical?" "Is it used to prepare food?" "Does it blend or mix things?" "Does it have a blade?" "Is it a mixer?" "Is it a blender?"
3. The person who guesses the item correctly wins the chance to be the person that the others get to ask questions concerning another piece of kitchen equipment.

Note: This activity should take place after some study of equipment. Teams may be chosen and points awarded for correct guesses, if desired. A variation would be for each student to select a piece of equipment and prepare a set of clues related to it. The clues would be presented one at a time, and students allowed to try to identify the piece of equipment after hearing each clue.

A-34

Topic: Terms Related to Food Preparation

Objective: Correctly define terms used in food preparation.

Activity:

1. Prepare a list of categories, such as mixing, baking, preparation, or top of range cooking. Include one "Surprise" or "?" category.
2. Prepare a set of questions asking for information about terms related to each category.
3. Arrange questions in order of difficulty and assign a point value (5, 10, 15, 20, 25 or 30) to each. Type up questions and correct responses.
4. Divide students into teams of 4-5 students. Select a student to be the reader. To begin play, a student from the first group selects a category and point value. After hearing the question, the group confers and the student answers. The teacher serves as final judge in case of dispute, but students may serve as readers, judges, and score keepers.
5. For correct answers, allot the points to the team. For incorrect answers, deduct points. Give the opposing team the opportunity of earning extra points by correctly answering missed questions. After all questions have been answered, the team with the most points has won the game.

Note: More interest is added to this game if certain questions have double value. Students may make up the questions and reponses as part of a review. This technique can be used for reviewing any subject area. If the class is large, several games could be played simultaneously.

Topic: Food Preparation Terms

Objective: Select the proper piece of equipment and demonstrate common cooking terms.

Activity:

1. Prepare a deck of playing cards from index cards by writing a cooking term on one side of the card, e.g., boiling, mixing, beating, etc.
2. Collect two sets of the equipment needed for mock demonstrations of the various cooking terms and place on two desks or tables.
3. Divide class into two groups, choosing one student to draw a card and read the term and another to keep score.
4. To begin the game, ask the reader to draw a card and read the term. A student from each team goes to the respective table and picks out the equipment needed to demonstrate the term. The first student to collect the correct equipment gets the first chance to give a mock demonstration and explain the cooking term. If that student misses, the other student gets a chance to demonstrate. Points are awarded accordingly.

Note: Students may get further practice in identifying cooking terms by looking through cookbooks, newspapers or magazines and finding recipes which refer to the terms used in the game.

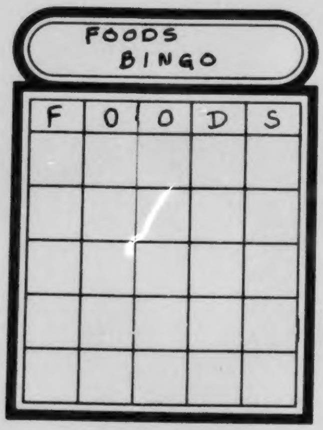
Topic: Terms Related to Food Preparation

Objective: Definition of commonly used food preparation terms.

Activity:

I.
1. Construct index cards with a definition on one side and the related cooking term on the other.
2. Divide students into pairs. Each pair draws a card, then acts out the term without using any words. The other students try to guess the term.

II. Another idea for the same objective:
1. Give students a sheet with 25 cooking terms, a blank "Bingo" card with 25 spaces and "markers," i.e. buttons.
2. Have students write the words on the sheet; one in each square. The words may be written in any desired order but all must be used.
3. Using index cards as in I, or a single sheet key, read the definitions of the terms and have students mark the correct word by covering the square with a button or paper piece. A student who gets five answers in a straight line is a winner, provided all answers are correct.



Note: These two activities could also be used with clothing terms.

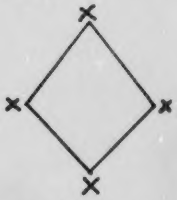
Topic: Safe Use of Equipment and Appliances

Objective: Use food preparation appliances and equipment safely and efficiently.

Activity: Play It Safe in the Kitchen "Baseball" Game.

1. Prepare a set of game questions, divided into questions which have a value of 1, 2, 3, or 4 points [10-12 questions in each category].* Questions may be placed on cards to be drawn by the student player, or given in order from a master sheet by the teacher or a student "umpire."

2. Draw a baseball diamond on the board. Runners can be marked with an X. Erase the X as runners move from base to base.



3. Divide the class into two teams. Each team member goes to bat choosing a question worth 1, 2, 3, or 4 points. The point values represent a single, double, triple, and home run. Time limits are 1 pt - 15 sec., 2 pt - 30 sec., 3 pt - 45 sec. and 4 pt - 1 min. A student can be appointed as timer.

4. Keep score on the chalkboard. After 3 "outs" [wrong answers], the other team will be up. A game may run for a specified time or number of innings.

Note: This game may be played as a review in any subject area. Students may make up questions, which should be checked by the teacher before use.

*Sample questions attached.

Game Questions for "Play It Safe in the Kitchen."

One Point Value - True or False

Never run in the kitchen.

Use a towel to lift hot pans from the stove.

Dull knives are safer than sharp knives.

Frequently used cabinet doors and drawers should be left open.

Use a wet potholder to lift hot pans.

Hot pans can be set directly on the countertop.

If you spill something on the floor, the teacher will clean it up later.

All pan handles should turn toward the center of the stove.

Your hand can be used to push food into the garbage disposal.

Throw water on a grease fire to put it out.

Two Point Value

When should you turn off the burners and oven?

What kinds of utensils should you use to stir hot foods?

Where should you put hot pans of food?

On what piece of equipment should you slice and chop foods?

In what direction should you cut with a knife?

If a pot handle is loose, what should you do?

Why should you pull your hair back when cooking?

If you break something, what should you do?

What should you use to reach high shelves?

What utensil should be used to open a can?

Three Point Value

1. Why should you be sure your path is clear when walking with hot pans of food?
2. Why should you always use a dry potholder?

Three Point Value (cont'd.)

3. What do you use to push food into the garbage disposal?
4. If you throw water on a grease fire, what will happen?
5. Why should you use a wooden spoon to stir hot foods?
6. Why should you wipe up spills immediately?
7. How do you put out a grease fire?
8. Why is it better to use a sharp knife than a dull knife?
9. Why should you not wear baggy clothes in the kitchen?

Four Point Value

1. You place your cookbook on the stove so you can read as you cook. What could happen?
2. You are washing dishes in soapy water. How should you wash the knives to prevent cutting yourself?
3. What are two ways to put out a fire in the kitchen?
4. You are washing dishes and you remember that you forgot to unplug the toaster. What should you do?
5. How should you carry a sharp knife?
6. You are in a hurry to finish the dishes and get to your next class. You take the cookie sheet out of the oven, remove the cookies, and begin to place the hot sheet into the water. You stop when you remember what?
7. You are boiling water on the stove and your 2 year old brother is playing in the kitchen. What could you do to prevent him from pulling the scalding water off the stove?

Topic: Safe Use of Equipment and Appliances

Objective: Use food preparation appliances and equipment safely and efficiently.

Activity:

1. Have the class make a list of safety rules to prevent accidents in the kitchen. Place on bulletin board or duplicate copies for students.
2. Have students (alone or in pairs) write a jingle for each rule.

   Example: "A padded holder for a pot
   Keeps your hand from getting hot."

   OR

   "In the dishwater, you cannot see
   The knife that might cut you and me."
3. Provide materials for the students to make posters featuring the jingles. If desired, the posters could be judged and the winners awarded prizes.

Note: Jingles could also be made to illustrate sanitation rules.

Topic: Careers Related to Housing

Objective: Identify a variety of careers in the housing industry.

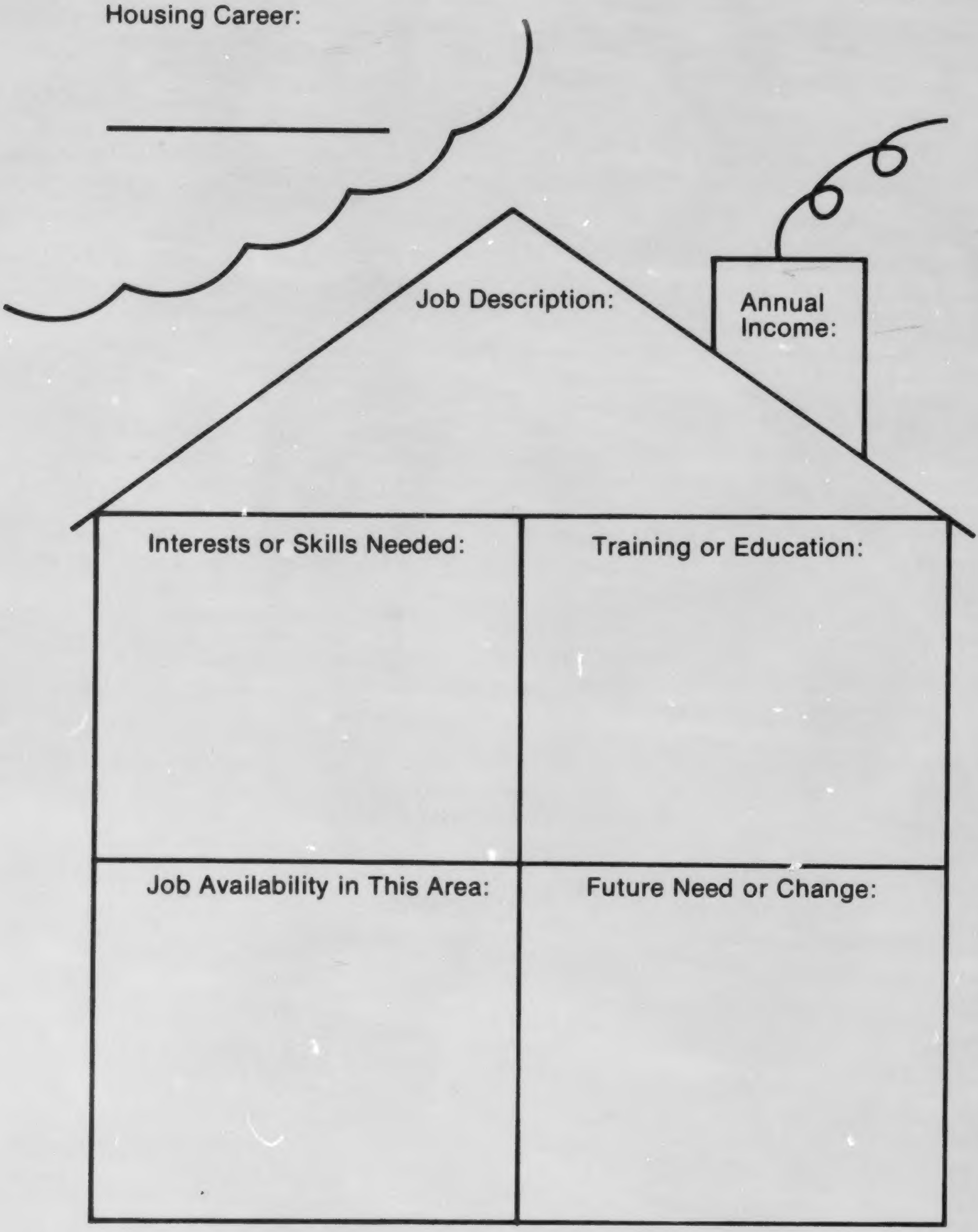
Activity:

1. Assist students in thinking of housing related careers and list them on the chalkboard.
   Examples:
   Construction - carpenter, electrician, plasterer, plumber, landscaper, brick layer
   Planning - urban planners, architect, surveyor
   Selling - real estate salesperson, real estate broker
2. Have each student select one of the careers and fill in its name in the "cloud" at the top of the report sheet.
3. Give instructions for filling in each section.
   Job description - the kind of work done by this person.
   Annual income - the approximate amount of money which can be earned at this job in one year.
   Interests or skills needed - kinds of physical, mental, emotional, or social abilities needed to do this work.
   Training or education - what kind and how much training or education and place(s) to get needed training or education to prepare for this work.
   Job availability - the job market in the area as reflected in want ads, opinions of employers, etc.
   Future need or change - possibility for change in this job in 10-20 years.
4. Help students find sources of information to fill in the work sheet, including interviewing someone employed in the job, if possible.
5. Set aside time for students to share the results of their study.

Discussion Questions:

1. Can men and women both do these jobs?
2. What is the range of income for jobs that require an education?
3. Why might some jobs that do not require any education have high paying salaries?
4. What jobs might you be interested in? Why?

Housing Career: ____________________



Job Description:

Annual Income:

Interests or Skills Needed:

Training or Education:

Job Availability in This Area:

Future Need or Change:

Topic: Factors That Affect Living Space Needs

Objective: Identify physical and psychological needs common to all people.

Activity:

1. Collect pictures showing persons of different ages, race and sex engaging in activities which satisfy both physical and psychological needs.

   Examples:

   a. Physical -- eating, sleeping, exercising in different ways, etc.

   b. Psychological -- person reading (need for knowledge, persons hugging or holding hands (affection), persons at a party (interaction with others), persons traveling (variety, new experiences).

2. Display pictures, one at a time. Start with physical needs. Ask students what activity is shown and what need is being satisfied.

3. Make a chart of responses on the board or on a transparency as follows:

Activity	Need
Eating	Food
Sleeping	Rest
Bicycling	Activity, etc.

4. When both charts have been completed, ask students the difference between the needs on the two charts. Label the first as physical needs; the second as psychological.

5. Ask questions and summarize the concept.

   a. Do we all have these needs?

   b. Do we have them at all ages?

   c. Do the things we do to satisfy needs change as we grow older, or change in other ways?

   d. What will happen if our needs are not satisfied?

   e. What do we have to have in order to satisfy needs? (equipment, materials, other people, sometimes money, knowledge, etc.)

Topic: Factors That Affect Living Space Needs

Objective: Explain how physical and psychological needs can be met with living space and furnishings.

Activity:

1. Prepare, or have students prepare, a large drawing of the outline of a house, and place it on a bulletin board or classroom wall. The lines may be made of paper strips, cards, yarn, or the entire outline may be drawn on background paper placed on the board.

2. Review physical and psychological needs and give examples of space and equipment which makes it easier to satisfy them.

   Examples: kitchen range, bed or bedroom, swings, play pen (physical needs), a book case, dining table, rocking chair, windows, space for collections or a hobby, a painting or floral arrangement (psychological needs)

3. Distribute magazines and ask each student to find one or more pictures which relate to a physical or psychological need.

4. Ask each student to explain the need and place the picture within or outside the house outline. The title for the finished bulletin board might be: OUR LIVING SPACE HELPS SATISFY NEEDS.

5. You may wish to conclude by helping students explore reasons why it is harder to satisfy needs in inadequate or rundown housing.

NOTE: For a variation on this idea, you might use Maslow's Hierarchy of Basic Needs (Physical, Security, Love and Belongingness, and Self-Esteem). In this case, you could use a triangle instead of a house outline.

Topic: Energy Conservation

Objective: List ways to conserve energy and save money in the home.

Activity:

1. Find and cut out pictures of home exteriors and glue each picture to construction paper shaped like a house.
2. Place energy situations from the attached sheet on smaller construction paper houses about the size of 3x5 index cards.
3. Make sketches or construction paper buildings to represent a utility company and a bank (there should be one of each for each student).
4. To begin game, have students select a picture of a house. They should not be told that they are going to study home energy conservation. If they select a solar home, give them $300 in play money. If they select a traditional type home, given them $200 in play money.
5. Have class members sit around a table with the picture of their home, the utility company, and the bank in front of each student. The situation cards should be turned upside down in the center of the table.
6. Students take turns drawing a card and either paying or depositing money to their utility company or bank. When the first student runs out of money or the situation cards are all used, stop the game and have a discussion of the situation.

Situation Cards

1. Put $1.00 in your savings account. You put on a sweater and fixed yourself a hot beverage to drink instead of turning up the thermostat.
2. Pay the utility company $2.00. Your child opened the refrigerator door ten times today.
3. Deposit $5.00 in your savings account. You hung your clothes on the line to dry instead of using your dryer.
4. Pay the utility company $10.00. You left town for three months and didn't unplug your refrigerator.
5. Pay the utility company $2.00. It was 32°F when you went to bed and you forgot to close your drapes.
6. Pay the utility company $5.00. You forgot to close the damper on the fireplace after the fire was out.
7. Deposit $25.00 in your savings account. Your husband installed glass doors on the fireplace.
8. Pay the utility company $3.00. You washed all your clothes in hot water.
9. Pay $1.00 to the utility company. Your water faucet in the bathtub dripped all day.
10. Put $1.00 in savings. You used your ceiling fan instead of the air conditioner.
11. Put $10.00 in savings. You caulked and weather stripped your windows.
12. Put $20.00 in savings. You installed storm windows.
13. Put $35.00 in savings. You had your attic insulated.
14. Put $5.00 in savings. You put foam insulators in all of the electric outlets.
15. Pay the utility company $1.00. Your child left the front door open when he went outside to build a snowman.
16. Put $10.00 in your savings. You had your furnace cleaned and tuned.
17. Put $10.00 in your savings. You planted trees as a windbreak.
18. Pay the utility $3.00. You left the iron on for two hours.
19. Put $20.00 in savings. You had an automatic clock installed on your thermostat.
20. Pay the utility company $10.00. You are heating and cooling two rooms that you don't use.
21. Pay the utility company $5.00. You left your kitchen ventilating fan on all day and it was 32°F outside.
22. Pay the utility company $10.00. You had your new air conditioning unit installed on the sunny side of your house.

Topic: Space Utilization

Objective: Arrange furnishings in a room to meet personal standards for space usage.

Activity:

1. Direct students to measure the dimensions of the room in their homes where they sleep and keep personal belongings. Remind them to put in windows, doors, electrical outlets, heating/air conditioning ducts, radiators, etc. Ask for an outline of the room drawn to some appropriate scale.
2. Have students, on a separate sheet of paper, list and describe the furniture and accessories which occupy floor and wall space in this room.
3. Group students in pairs to trade their papers. Each student should then put their "friend's" belongings in the room as they personally would arrange them.
4. Have students compare results and share ideas on space usage.

Topic: Furniture Arrangement

Objective: Plan convenient and aesthetic furniture arrangements.

Activity:

1. Give each student the attached Assignment Sheets.
2. Allow students to work out the problem individually, and then share their solutions with classmates.

FURNITURE ARRANGEMENT
Assignment Sheet

1. Turn to the next page and examine Room I. This is an example of a poorly arranged room.
2. Answer the questions related to Room I.
3. Plan an improved arrangement using the "Furniture Arrangement Hints" below.
4. Cut out furniture pieces and arrange them in the room outline.
5. When you have decided how to place the pieces, trace around them with your pencil or glue them down. (*Be sure to use all furniture pieces.)
6. Draw in electrical outlets where you think they should be.

- - - - - - - - - - - - - - -

Furniture Arrangement Hints

1. Group furniture according to activity. You may want a study center and a hobby or recreation center in your bedroom.
2. Plan a dressing area so that trips do not have to be made around the bed to the dresser.
3. Consider the traffic pattern. You don't want to walk around furniture any more than necessary. Plan two and a half feet in front of a dresser to allow the drawers to be pulled out.
4. Balance the room by distributing the heavy pieces of furniture evenly.
5. Place large pieces of furniture parallel to a wall, not across corners. A bed placed against a wall will make the room appear larger, and can be used as a couch.
6. Be sure to allow for free movement of doors, access to windows, clearance of heat registers, etc.
7. Try to give a room a center of interest, perhaps a piece of furniture or a furniture grouping. Consider both symmetrical and asymmetrical arrangement possibilities.

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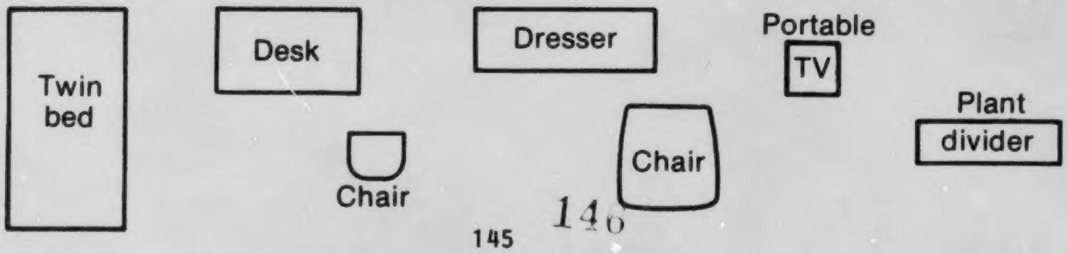
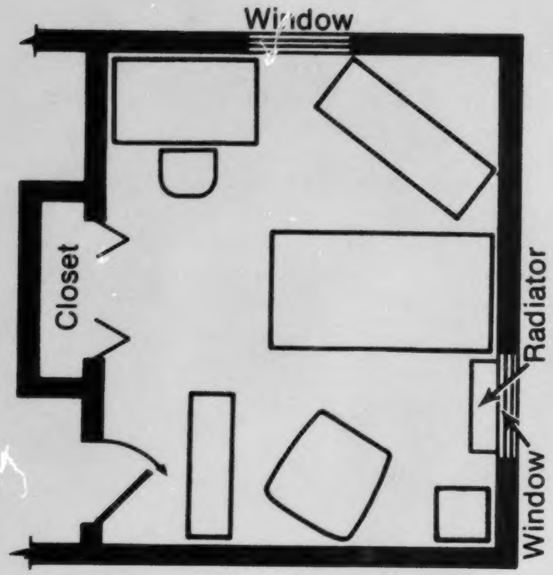
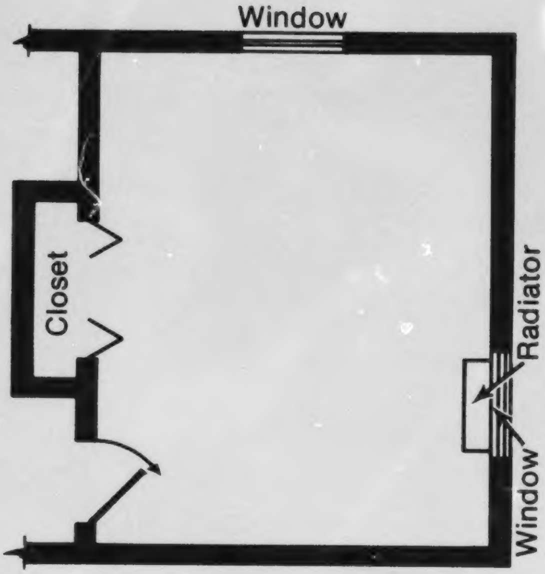


Furniture Arrangement

ROOM I


Window
Closet
Radiator
Window

ROOM II


Window
Closet
Radiator
Window

ROOM I

1. What is wrong with the arrangement of the furniture in the room on the left?

2. What physical features in the room must be considered before rearranging the furniture?

ROOM II

1. How did you group the furniture to accommodate activities?

2. How does your arrangement allow for easy movement through the room?

3. In what other ways have you improved the room?

Topic: Storage

Objective: Devise low-cost solutions to common storage problems.

Activity:

1. Provide students with the attached "Letters to Hazel."
2. Ask each student to select one of the letters to answer. In class, identify the storage problem.
3. Provide reference materials so that students can get some ideas for solving the problem.
4. Direct students to include in their responses a list of materials needed for the storage improvement project, the cost and the labor needed. The letter may also include diagrams or pictures.
5. Have students share letters with the class.

Letters to Hazel.

the adviser to the disorganized

Dear Hazel,

Help! I love to read and my hobby is collecting books. The big problem is that my mother says I either organize my storage space or change my address to the public library! Can you suggest a fast, easy way to store my books that won't cost much money?

Signed,
"The Worm"

Dear Hazel,

I have to share a bedroom with my twin sister, but that's about all we have in common. You see, she likes to paint water color pictures and sculp clay. I love to sew and do all kinds of needlecrafts.

Our room is a pretty good size, but it always looks like a tornado just went through it. Our goal is to have our room orderly enough to be able to find the dresser and make our way to the closet, but how?

By the way, we pay for our own hobby supplies, so we can't spend a lot of money on new furniture. Please give us some advice.

The Twin,
Who Can't Win

Dear Hazel,

I am writing this letter to you with hopes that it will reach you in time!

Practice for the new Little League season starts next Saturday and I can't find my baseball mitt anywhere in my room. Of course I've looked under my football helmet and shoulder pads, behind my basketball, under the hockey sticks, and forget about suggesting that I look under my bed -- that's where I keep my copies of Sports Illustrated and my baseball card collection. My parents say I need some organized storage space. Any quick suggestions?

Gloveless

Topic: Housing Careers

Objective: Identify careers related to housing.

Activity:

1. Prepare "Zingo" sheets with 25 spaces. (5 x 5)
2. Read, or list on bottom of "Zingo" sheet, the 27 job titles for careers in housing and have students write one in each of the 24 spaces on the card. The center space on the card will be FREE.
3. Play like "Bingo." Read the job descriptions. The players with that career written on their cards will cover the space with a button or other marker.

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Housing Careers "Zingo"

Title of Job	Job Description
Architects	Design buildings that satisfy people. They must be sure that the proper materials are used and that the builder follows the plans.
Landscape Architects	Plan the placement of trees, shrubs, walkways, and open areas around buildings.
Drafters	Work from architect's sketches, instructions, and calculations to prepare the detailed working drawings used by the builder.
Modelmakers	Make scale model of the project to be built from blueprints.
Surveyors	Locate corners and boundaries of tracts of land by using various tools. These findings are used to draw a map of the surveyed area.
Mechanical Engineers	Plan the way the plumbing, heating, ventilation, and air conditioning equipment will be used in a building, and oversee its installation.
Civil Engineers	Responsible for preparing the building site. They level the land, design drainage and sewer system, and lay out driveways and sidewalks.
Electrical Engineers	Plan the electrical services needed for the operation of household appliances, air conditioners, and furnaces.
Carpenters	Put up wooden framework in buildings. They install windows, doors, cabinets, stairs, paneling, etc.
Electricians	Persons who install wiring in new construction and make repairs on old wiring system. Must know how to read the electrical diagrams in builders' working drawing.
Cement Workers	Set up forms for footings, foundation walls, patios, and floors.
Brick layers	Build walls, partitions, fireplaces, and other structures from brick, block, and stone, as well as other natural and manufactured materials.

Title of Job	Job Description
Cost Analysis Engineers	Persons who study the working drawings and determine how much the building will cost in material, labor, and overhead.
Painters	Supply paints, varnishes, and other finishes to decorate and protect surfaces.
Floor Covering Installers	Put down or replace resilient tile, vinyl flooring and carpeting.
Plumbers	Install pipe systems that carry water, steam, air or other liquids and gases. They also install plumbing fixtures, appliances, and heating or refrigerator units.
Paperhangers	Attach decorative paper or cloth to walls and ceilings.
Plasters and dry wall installers	Finish the framed walls with plaster or with smooth sheets of plaster-like material.
Roofers	Supply shingles and other protective materials to make roofs weatherproof.
Real Estate Brokers	Help people buy, sell, rent, and lease property.
Construction Machinery Operators	Persons who operate cranes, bulldozers, backhoes, forklifts, pavers, and trucks to handle dirt or heavy construction units at construction sites.
Secretaries	Persons who type, file, fill out reports, take dictation, etc., for persons who work in building industry.
Salespersons	Demonstrate and sell products which are used in building industry.
Interior Designers	Plan and supervise the design and arrangement of building interiors and furnishings.
Structural Engineers	Advise the Architect on design for safety and strength. They estimate the weight the building must carry, the pressure of air movement against the sides and roof, pressures against the foundation and extraordinary pressures from earth tremors.
Housing Maintenance	Custodian of a single apartment building or maintenance superintendant of a large housing project.

Topic: Concept of Role

Objectives: Understand the variety of roles one assumes.

Contrast the stereotyped and nontraditional roles of men and women in contemporary society.

Activity:

1. Begin by asking "What is a role?"

2. Make a list on the board of all the roles the students assume everyday. Go around the room and have each student tell you one role. (i.e., I am a teacher and you are students.) What other roles do they assume (daughter/son, brother/sister, babysitter, dishwasher, etc.)?

3. Now, what are some roles adults assume? Make a list of roles of men and women. Start with one (i.e. men) and follow the same procedure with women. Promote a discussion using the following questions.

   Where are there similarities?
   Where are there differences?
   Should there be differences? Why or why not?

4. Have the class complete the attached poll and compare. Hold a group discussion centered around their responses. First, take a tally of the responses and explore statements that they feel are important, especially those with particularly strong responses. In some cases, compare the girls' responses to the boys' responses.

5. Define stereotyping - BELIEF THAT ONE PERSON IS BETTER AT A JOB OR ACTIVITY DUE TO THEIR SEX. Discuss the poll again - Are some of these statements stereotypic?

6. Have students site some roles they might assume when they are adults. Are they traditional or nontraditional?

OPINIONS

Instructions: Circle the number between one and five which best indicates whether you agree or disagree with each of the following statements. Circle five if you strongly agree and use 2,3,4, for responses in between.

	1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree
1. Men should make a living for their families.	______	______	______	______	______
2. Women should not be drafted into the army.	______	______	______	______	______
3. Only boys should compete in sports. "It makes men out of them."	______	______	______	______	______
4. Boys should learn the basic skills in taking care of themselves, such as cooking, sewing, and repairing things.	______	______	______	______	______
5. Women are more emotional than men.	______	______	______	______	______
6. It's okay for a man to be the homemaker while the wife works at a job to support both of them.	______	______	______	______	______
7. Both girls and boys should have classes in school to learn how to be good parents.	______	______	______	______	______
8. It's important for a woman to stay home and care for her husband and children.	______	______	______	______	______
9. Boy's shouldn't cry. They need to be strong instead.	______	______	______	______	______
10. Girls are better babysitters than boys.	______	______	______	______	______

Adapted from: As Boys Become Men: Learning New Males Roles. Thompson, Doug, University of Colorado at Denver, (Sept. 1980), p. 5.

Topic: Roles of Men and Women: Changes

Objective: Analyze personal feelings on role expectations.

Activity:

1. Give each student one of the three "Press Releases." (The three statements are identical except for names, don't tell this to students). Students should work quickly and write down their first impressions. (Do not let students talk or share information while writing.)
2. When everyone has finished, divide the class into groups of three and discuss their answers.

Discussion questions:

a. What assumptions did you make about the Chief of Police in your press release?

b. How were everyone's description different? Where were the differences?

c. On which items would you have responded differently if you had one of the other names?

Note: Another activity could be to invite persons within your community that are engaged in nontraditional roles speak about their careers, i.e., househusband, female lawyer, female plumber, male nurse, model, etc.

If these people are unavailable the following films can be used from the Curriculum Center, Springfield, IL.

American Men: Tradition and Change. Butterick Publishing, 658.3043 Butt1976-1
American Women: New Oppertunities. Butterick Publishing, 658.3042 Butt1976-1
A Girl Like Me, A Boy Like Me: Developing Children's Attitudes Toward Sex Roles. Myra Sadker, FS658.3042 SADK1976-1

PRESS RELEASE
"The New Chief of Police"

D.A. Johnson has just been hired as the new chief of police for Smalltown, Illinois and will be arriving to begin work on September 1. Fill in responses to the following items which are to be included in the press release. (Use the back of the sheet if necessary)

a. AGE:

b. EDUCATIONAL BACKGROUND

c. PHYSICAL DESCRIPTION:

d. MARITAL STATUS AND FAMILY INFORMATION:

e. HOBBIES:

f. PREVIOUS WORK EXPERIENCE

PRESS RELEASE
"The New Chief of Police"

Donald A. Johnson has just been hired as the new chief of police for Smalltown, Illinois and will be arriving to begin work September 1. Fill in the responses to the following items which are to be included in the press release. (Use the back of the sheet if necessary)

a. AGE:

b. EDUCATIONAL BACKGROUND

c. PHYSICAL DESCRIPTION:

d. MARITAL STATUS AND FAMILY INFORMATION:

e. HOBBIES:

f. PREVIOUS WORK EXPERIENCE

PRESS RELEASE
"The New Chief of Police"

Donna A. Johnson has just been hired as the new chief of police for Smalltown, Illinois and will be arriving to begin work on September 1. Fill in responses to the following items which are to be included in the press release. (Use the back of the sheet if necessary)

a. AGE:

b. EDUCATIONAL BACKGROUND

c. PHYSICAL DESCRIPTION:

d. MARITAL STATUS AND FAMILY INFORMATION:

e. HOBBIES:

f. PREVIOUS WORK EXPERIENCE

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Topic: Changes in Role Definition

Objective: Analyze how the media portrays male and female roles.

Activity:

1. Review definitions of role and stereotyping.
2. Place two large pieces of paper on the board. Divide each paper in half, writing traditional male roles on one half and nontraditional male roles on the other half. Do the same on the other sheet except mark it traditional female roles and nontraditional female roles.
3. Give students magazines and scissors. Have them cut out pictures of men and women in these different roles. Discuss the pictures as the students bring them up to paste them on the paper. Involve the class in deciding if they portray nontraditional or traditional roles.

Discussion questions:

a. What types of roles do you see?

b. What is the message of the advertisements? [i.e., if you buy a particular product then you will be...]

c. What exactly is the male and female image in the traditional roles?

d. How are male and female images portrayed in the media?

e. In the nontraditional roles, what are the men doing? the women doing?

f. What are the advantages and disadvantages of men and women in nontraditional roles?

Topic: Future Roles of Men and Women

Objective: Recognize that men and women's roles have changed and will change in the future because of societal and technological changes.

Activity:

1. Show students pictures of men and women's roles 25 years ago. Next show them pictures of roles today. Compare them and discuss what societal and technological factors allowed those roles or made them necessary. What factors produced changes in 25 years?
2. Have students write a story about what the world will be like in another 25 years and the roles men and women will be assuming. How will this affect their life?

Topic: Jobs

Objective: Identify skills and interests related to job possibilities.

Activity:

1. Have a discussion on jobs using some of the following questions:

   a. Why do people work? Have students list as many reasons as possible.
   b. If you wanted to earn some money, how might you start looking?
   c. What are some possible jobs for students your age? (Here is a list of jobs)

      - Paper route
      - Babysitting
      - Cutting grass
      - Shoveling snow
      - Gardner
      - Dog walker
      - Watering plants
      - Caddying
      - Car washing
      - Window washing
      - Painting
      - Raking leaves
      - Delivering groceries
      - Housework
      - Errands
      - Bus person
      - Swimming aide
      - Grocery shopping
      - Sewing
      - Odd jobs
      - Caroling
      - Taking out garbage
      - Candy striper
      - Garage saleperson
      - Vacation helper (babysitter)
      - Answering telephones

   d. What are your interests and skills? How do they relate to a job?
   e. What are some characteristics of a good employee?

2. Have students choose a couple of jobs they might like to do. Instruct them to write a paper describing the job and their skills and interest that could help them obtain that job.

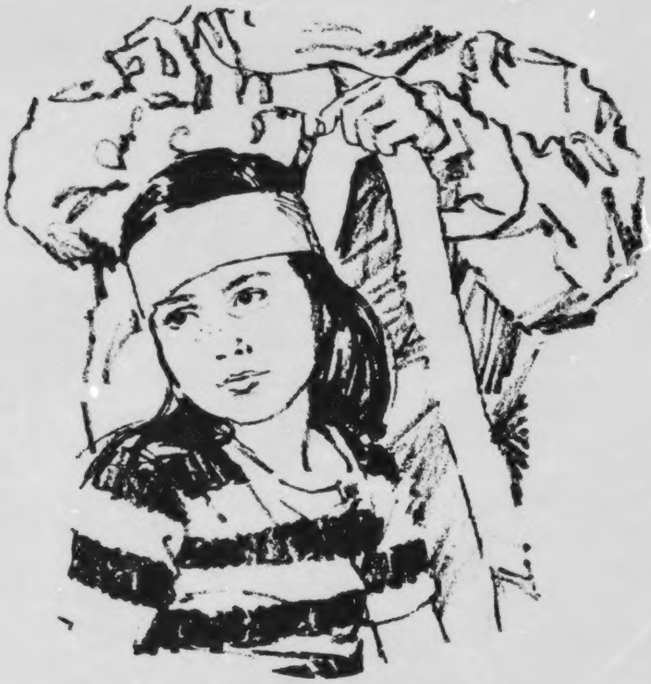
NOTE: A follow-up activity would be to have students practice selling their services. How much to charge? References. Talking with potential customers.

Topic: Caring for Young Children--Emergencies

Objective: Identify proper ways to handle emergencies.

Activity:

1. Have students complete the attached worksheet.
2. Discuss student answers and clarify problem areas.



Note: Some possible follow up activities could be:

- a demonstration of the Heimlich maneuver
- a demonstration of mouth to mouth resuscitation

Name________________________

"HANDLING EMERGENCIES"

DIRECTIONS: Read each situation and answer accordingly.

1. Cindy is babysitting for the Olsens'. The children are upstairs in their rooms when a fire starts in the garage. Number the first three things that should be done.

____ A. call parents

____ B. call the fire department

____ C. try to put out the fire

____ D. get everybody, including yourself out

____ E. get important possessions out

____ F. call fire department from a neighboring home

2. The toddler you are baby-sitting with has swallowed poison. What should you do? Number the things you would do in the order of doing them.

____ A. induce vomiting

____ B. call parents

____ C. give water or milk, or antidote, if known

____ D. call physician, emergency room, or poison control center and follow advice

____ E. determine what was taken

____ F. call police or fire department to take child to doctor's office or emergency room

3. A child who has something lodged in his throat or windpipe will choke, gasp, struggle for breath, and perhaps turn blue in the face. Check the best solution for the sitter.

____ A. give a drink

____ B. hit on back

____ C. Heimlich maneuver

4. A sitter who knows the technique of artificial "mouth to mouth" resuscitation can cause the air to flow in and out of the lungs of a child who has stopped breathing. Number the following to show the correct order.

____ A. keep at it ... till the person breathes. If unable to get air in--roll person on side, slap back, wipe out mouth--try again!

____ B. push or pull jaw to jutting out position and pull tongue forward to insure an open airway.

____ C. repeat--every 5 seconds for adults--every 3 seconds for child

____ D. blow into mouth until chest rises--then remove mouth to let air come out. Use gentle puffs for infants.

____ E. place mouth tightly over child's--close child's nostrils with your fingers.

____ F. remove foreign matter from mouth--tilt head back so chin points up.

5. The child you are sitting with has decided to be a kitchen helper and has touched a hot pan. The burn is a mild one. Check the things you should do.

____ A. apply butter to the burn

____ B. hold the burned part under cold running water

____ C. apply a band-aid

____ D. apply petroleum jelly or mild burn ointment

____ E. call physician

6. Paul was outside riding his bike when he lost control on some stones and skinned his knee. Check the things the sitter should do and number accordingly.

____ A. call parents home immediately

____ B. remove small stones

____ C. rummage in the family medicine chest for an antiseptic

____ D. carefully wash scrape with warm water

____ E. reassure and try to calm child

____ F. cover with sterile bandage

7. Sitters often need to react to emergency situations. Check the information that sitters should obtain from the parents.

____ A. a telephone number where parents can be reached

____ B. complete medical history

____ C. relative or neighbor to contact if unable to reach a parent

____ D. name and number for doctor

____ E. medical guide

____ F. number for fire department or ambulance

____ G. number for police

____ H. name and address of residence

____ I. time parent will return

____ J. knowledge of child allergies or other medical problems

____ K. list of medications with directions for giving them

____ L. parents' employment phone numbers

____ M. first aid chart

Topic: Babysitting problems

Objective: Demonstrate ways to handle babysitting problems.

Activity:

1. For this activity, obtain disposable diaper boxes for each babysitting problem area to be discussed.
    a. A magic marker should be used to label the outside of each box appropriate to the problem area.
    b. Various articles that relate to each area should be placed in appropriate box. Example:

        Getting Jobs--Telephone, paper and pencil, picture of a house, newspaper

        Vital information--Door knob, telephone, clock, pictures of a bed and food, paper and pencil

        Children's play--Umbrella, crayons, small boxes, marbles, sharp toy

        Feeding--Milk, bottle, candy, baby cereal, picture of spilled food, picture of a high chair

        Emergencies--Telephone, popcorn, medicine bottle (empty), bandages, matches, detergents, poisons, electrical cords

        Bedtime--Soap and wash cloth, blanket, TV, doll, book, pictures of food, a glass

        Payment--Dollar, picture of 4 children, dishes, furniture, broom, clock

        Transportation--Car, shoes, beer bottle, bike, clock, telephone
2. Divide students into groups and assign a box with the articles. [Some skits will require more characters than others.]
3. Allow groups 5-10 minutes to prepare 1-2 minute skits. Students may use as much of the box contents as they wish. The skit should review at least one point or concept studied during the babysitting unit.
4. After you have given them the rules and props, just sit back and enjoy the creativity of your students.
5. Discuss, after each skit, how the group handled the situation and alternatives for handling the situation.

Topic: Babysitting

Objective: Match possible solutions to various babysitting problems.

Activity:

1. Hand out copies of the attached worksheet to the entire class.
2. Have students complete the worksheet.
3. Have students choose four of the problems which might have a better solution. Write the new solutions to those problems.
4. Discuss answers and alternative solutions to problems. Have students recall personal experiences with problems that occurred when babysitting.

Babysitting Problems

Match the following problems to a possible solution. Place the letter of the best solution in the blank by the appropriate problem.

	Problems	Solutions
_____	1. Judy spills her milk while reaching for the bread she asked for 5 minutes ago.	a. Call the emergency number and explain the problem, call the child's parents and then stay off the phone.
_____	2. The child's parents are getting ready to walk out the door to visit with friends.	b. Talk to relatives, neighbors, or put an ad in the paper.
_____	3. Bill, who is 6, has been playing on the floor with his marbles. Dennis, who is 1, just woke up from his nap and has started playing with the marbles.	c. Take them away and try to spark interest in another activity.
_____	4. You were busy fixing lunch for two children. In the middle of your preparation, 2-year-old Jackie comes into the kitchen carrying an empty medicine bottle.	d. Don't show anger if it was an accident. Explain to the child that she must be more careful.
_____	5. Jennifer's mother told you to put her to bed at 9:00 pm. Jennifer tells you that her mother lets her stay up late on Saturday nights and watch TV. Jennifer says her mother must have forgotten what night it is. Jennifer is 4.	e. Get the phone number and name of the people the parents are visiting. Get emergency numbers, be sure you know how to lock doors, etc.
_____	6. The kids went to sleep early. You did the dishes which were dirty when you came and then dusted the living room furniture.	f. Insist that you were supposed to call your parents.
_____	7. The children's parents came home late. The father, who has been drinking, insists on taking you home.	g. If you performed the jobs on your own free will, you cannot insist that you be be paid for them.
_____	8. You've talked to all of your friends, but still you can't seem to come up with any babysitting jobs.	h. Suggest reading a book in the bedroom.

Topic: Babysitting

Objective: Identify desirable and undesirable characteristics of a babysitter.

Activity:

1. Hand out worksheets, "Characteristics of a Babysitter."

2. Have students complete the worksheets.

3. Discuss, using some of the following guide questions:

   a. Not every babysitter possesses all the desirable traits you listed. Which 5 characteristics are the most important? Why? [Students' answers may differ.]

   b. What are some characteristics that might be important to some parents and not to others? e.g., smoking, sleeping.

   c. Why wouldn't parents want to hire persons with undesirable characteristics?

   d. What may happen if the babysitter does not follow the parent's instructions? How could this affect future babysitting possibilities?

   e. How might you change if you possess any of the undesirable characteristics?

4. As a review, have students write desirable and undesirable qualities of a babysitter (from given examples or from personal experience).

CHARACTERISTICS OF A BABYSITTER

Pretend that you are the parent of a 4-year-old boy and an 11-month-old girl. You need a babysitter. Using the list below, place a check [✓] in the box of those you would choose. Place a zero [0] in the box if you would not choose them. Write your reasons for choosing or not choosing in the space at the right.

[ ] Mrs. Zink is 68 years old. She is very large, about 200 pounds, and has trouble walking. She raised 8 children of her own. She is an excellent cook.

[ ] Mark plays well with children and they enjoy his company. He is 13 years old and fairly neat. You learned that, last week, when the brook flooded, he and the children he was sitting were seen near the water at 9 pm.

[ ] Jane is 16. She is a friendly and attractive girl with lots of boyfriends. She brings a babysitting kit with her. Her stories and games are enjoyed by the children. She can handle emergencies well. She often cancels at the last minute.

[ ] Tom is a very mature 12 year old. He plays well with children and lives only five houses away. His reference told you he talked on the phone constantly and sometimes had friends over without asking permission.

[ ] Kim, age 14, always arrives on time. She writes down instructions and carries them out. She does activities with the children until bedtime. You have been told she isn't very neat, and you can expect to find dirty dishes and toys all over the house.

Topic: Babysitting

Objective: Identify ways to handle babysitting situations.

Activity:

1. Write babysitting situations on slips of paper. Place in a decorated box or can.

Example:

-baby won't stop crying
-child won't stay in bed
-children fighting and won't stop
-very shy, quiet child
-child refuses to eat
-young child misses parents and insists on calling
-child refuses to get ready for bed
-very active child and rainy day
-child seems to enjoy destroying things
-very mischievious child
-child throws temper tantrum when he can't have his own way
-child wets bed and cries because of guilt feelings
-child wants to watch a T.V. program you don't think is appropriate
-child doesn't like you for a babysitter

2. Have students draw a slip of paper from the container and describe how they would handle the situation. Have other students add suggestions.

Discussion questions:

a. How might the parents help handle the situation?

b. How might you confront the parents?

c. Why is it not a good idea to hit the children?

d. What can you do if you feel you cannot handle some children for whom you have been asked to babysit.

OCCUPATION OF HOMEMAKING PROGRAM

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09.0100 – Occupation of Homemaking
(20.0101)

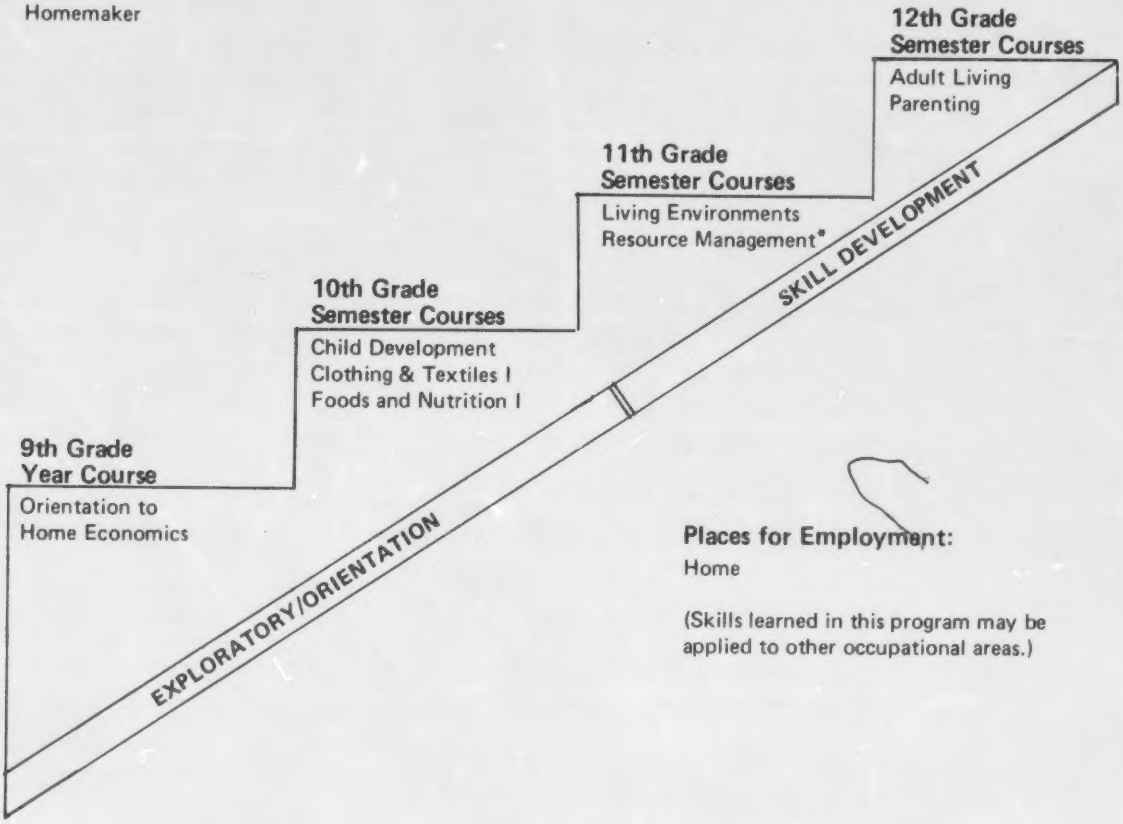
OCCUPATION OF HOMEMAKING PROGRAM

The Vocational Education Amendments of 1976, Public Law 94-482, Section 150, establish homemaking as a recognized occupation. Criteria have been developed to assist local educational agencies in planning, developing, and implementing programs. The program criteria encourage the elimination of sex stereotyping and urge all males and females to prepare for combining the roles of homemaker and wage earner. It is concerned with the increased number of men assuming homemaking responsibilities and the changing career patterns of men and women.

The Occupation of Homemaking program includes the following sequence of courses with the content and learning experiences similar to the suggestions in the course descriptions. The eleventh and twelfth grade courses may be offered as four separate semester courses or combined into two 1-year courses. Agencies with low student enrollment may wish to alternate courses on a yearly basis so that the complete sequence is available within a two-year period.

Job Title:

Homemaker


12th Grade
Semester Courses
Adult Living
Parenting
11th Grade
Semester Courses
Living Environments
Resource Management*
10th Grade
Semester Courses
Child Development
Clothing & Textiles I
Foods and Nutrition I
9th Grade
Year Course
Orientation to
Home Economics
SKILL DEVELOPMENT
EXPLORATORY/ORIENTATION

Places for Employment:

Home

(Skills learned in this program may be applied to other occupational areas.)

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*The content of Resource Management may be integrated into other courses in order to satisfy this requirement.

LIVING ENVIRONMENTS

Content Outline

Grade 11

Semester Course

Learning experiences are designed to provide students with the basic knowledge and skills needed to select, acquire, maintain, and manage living environments that meet the needs of the occupants. The selection and care of housing and furnishings is related to factors such as socio-economic conditions, individual tastes, psychological effects, aesthetic values, safety, sanitation, and energy conservation. Emphasis will be placed on the application of basic management principles and techniques in the care and maintenance of the living environment.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- CAREERS related to housing and living environments
- FACTORS that influence living environments
- NEEDS and values met through living environments
- LIFE situations that affect housing decisions
- ENVIRONMENTAL and structural factors to consider when selecting a place to live
- COST of acquiring different forms of housing
- EFFICIENCY and safety of work and storage areas
- MAINTAINING, decorating and remodeling a living environment
- LIVING environments and housing of the future

I. CAREERS RELATED TO HOUSING AND LIVING ENVIRONMENTS

PROFESSIONAL, middle and entry level job possibilities

*Summarize employment trends in the housing industry, including roles and wages

JOB skills and qualifications

*Determine education and training required for careers in housing

PERSONAL characteristics

*Appraise individual abilities, aptitudes, and attitudes in relationship to housing careers

II. FACTORS THAT INFLUENCE LIVING ENVIRONMENTS

BIOPHYSICAL environment--geography, climate, atmosphere

SOCIO-PSYCHOLOGICAL environment--human needs

TECHNOLOGICAL influences--materials, architecture

*Explain how people developed housing in relation to the land, climate, materials and technology available to them

*Compare U.S. housing conditions and problems with conditions and problems in other countries

*Investigate futuristic trends in housing

ECONOMIC influences

*Explain the influence of economic conditions on the housing market, i.e., inflation, supply and demand, interest rates ⌂

*Identify present trends in housing within the United States

III. NEEDS AND VALUES MET THROUGH LIVING ENVIRONMENTS

PRIMARY needs--physical needs (199)

SECONDARY needs, psychological and social--security, space, privacy and social interaction

VALUES--family unity, self-expression and creativity, aesthetics, esteem, prestige and self-actualization

RELATIONSHIP between needs and values

*Explain how different living environments satisfy different needs and values (57)

*Clarify personal needs and values met through living environments

IV. LIFE SITUATIONS THAT AFFECT HOUSING DECISIONS

STAGE in the life cycle--individuals and families, including the elderly

*Analyze changes in housing needs throughout individual and family life cycles

INFLUENCE of physical condition of family members on housing needs

*Describe physical conditions that may influence the kind of housing structure choosen

INFLUENCE of living environments on life style and living patterns

*Explain how housing is affected by varying life situations

*Describe the influence of living environments on life styles and living patterns

TRENDS in housing

*Identify current trends in housing and living situations and evaluate their impact on the quality of life

*Develop a concern for making adequate housing possible for all

*Identify efforts being made to provide better housing for persons with low income, the handicapped, and the elderly ▲

V. ENVIRONMENTAL AND STRUCTURAL FACTORS TO CONSIDER WHEN SELECTING A PLACE TO LIVE

ENVIRONMENTAL factors as an influence

- Geographic location and its environmental conditions
- Environmental conditions associated with urban, suburban and rural communities
- Community services, physical and social aspects of communities

*Explain how values, needs and other factors influence the selection of a living environment (58)

HOUSING regulations and regulatory agencies

*Interpret federal, state and local legislation and policies related to housing

STRUCTURAL factors as an influence

*Compare characteristics of different types of housing units

*Identify advantages and disadvantages of different types of housing units

EXTERIOR structure and design of housing units

*Identify basic architectural styles

*Determine energy efficiency cost and care needed for different housing exterior designs and materials

*Identify personal preferences in exteriors

*Evaluate housing for structural weakness or inadequacies

INTERIOR structure and design of housing units

*Analyze floor plans and interior designs to determine congruence with the needs/desires of a particular individual or household (195) (196)

*Select or modify floor plans to accommodate the handicapped or elderly (198)

*Determine adequacy of electrical and plumbing systems

*Identify energy efficient cooling and heating systems

*Calculate costs for different heating, electrical and plumbing systems

*Identify safety and security features of housing units

*Survey interiors to identify structural weaknesses

*Identify space for various needs, e.g., eating, sleeping, working, storing, etc.

RESOURCES in the community that evaluate structures and systems of housing

*Identify services and agencies within the community that evaluate housing and make recommendations

VI. COST OF ACQUIRING DIFFERENT FORMS OF HOUSING

TYPES of housing

*Classify types of housing available in a given community, e.g., condominium, mobile home, single family dwelling, etc. ▲

COST of housing

*Identify procedures involved in renting or buying a place to live

FINANCING and contractual agreements

*Analyze cost of various types of housing (59)

*Explain the financial responsibilities related to housing and locate sources of money available for financing

*Determine types of financing available for housing and the advantages and disadvantages of each type

INSURANCE, taxes, utilities and maintenance costs

*Describe the types of insurance available to home owners and renters and compare coverage and costs

*List various tax deductions available for home owners and renters

*Identify maintenance and utility requirements and their cost in various types of housing

MOVING costs

*Compare the cost of different modes of moving--rental vehicles, professional movers, etc.

VII. EFFICIENCY AND SAFETY OF WORK AND STORAGE AREAS

ADVANTAGES of efficiently designed work areas (60)

*Design work areas to fit needs

*Evaluate various work area designs (kitchen, laundry, etc.) for efficiency

ORGANIZING work areas (61)

*Analyze the efficiency of space utilization of work areas

EFFECTS of lighting requirements for specific tasks

*Determine lighting requirements for specific tasks

VENTILATION

*Identify characteritics of adequate ventilation in work areas

STORAGE needs

*Identify various storage needs

*Evaluate existing storage space

*Identify low cost storage items

VIII. MAINTAINING, DECORATING AND REMODELING A LIVING ENVIRONMENT

CLEANING and maintenance schedule for a living environment

*Plan a cleaning and maintenance schedule

*Demonstrate different care techniques

*Evaluate products related to care and maintenance

HOUSING improvements--remodeling and renovation

*Suggest possibilities for remodeling, decorating and maintenance in specific settings

*Identify home improvements for energy conservation

FINANCIAL considerations in remodeling, decorating and maintenance

*Identify ways to obtain financial assistance for housing improvements and maintenance, i.e., home improvement loans, tax deductions, etc.

WORKING with contractors and architects

WORK that can be done by homeowners

*Identify factors to consider before planning for remodeling or renovation of an older home

*Determine when professional assistance is necessary

IX. LIVING ENVIRONMENTS AND HOUSING OF THE FUTURE

PLANNED communities

FUTURE housing and limited space and energy

*Formulate future housing alternatives

USE of energy efficient materials and methods for housing

*Analyze the effects of solar and other alternative energy services on architectural style (62)

*Explain how underground housing and other innovations can be energy efficient

CONTROL of visual, air and noise pollution

*Explain laws that regulate specific health and safety problems

RESOURCE MANAGEMENT

Content Outline

Grade 11 or 12

Semester Course

This course meets the requirements for consumer education instruction as required by the School Code of Illinois (Section 27-12:1). It includes a study of installment purchasing and credit use, budgeting, comparison shopping, savings, consumer rights and responsibilities, and the use of resources to attain individual and/or family goals.

Learning experiences focus on the understandings and skills needed to make decisions about the use of resources which contribute to an improved quality of life.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- THE American economic system
- DECISION MAKING process and related factors
- MANAGING multiple roles
- BUDGETING/money management
- PURCHASING
- FINANCIAL security
- TAXES
- LEGAL obligations
- CONSUMER interaction with influential groups within society
- CONSUMER rights and responsibilities
- NONRENEWABLE energy resources in the home

I. THE AMERICAN ECONOMIC SYSTEM

ROLE of the individual as a consumer

*Explain the influence of the consumer on producers

*Explain the relationship between supply and demand

II. DECISION MAKING PROCESS AND RELATED FACTORS

VALUES, goals, needs and wants

*Determine personal values, needs, and wants and relate them to goal setting

INTERRELATEDNESS and independence of values, goals, needs and wants (63)

*Explain the relationship among values, goals, needs and wants ▲

CONTRIBUTION of values and goals to the individual and family stability and the quality of life

*Explain the meaning of "quality of life"

*Relate values and goals to the attainment of "quality of life"

REALISTIC goals and the establishment of priorities to correspond with available resources

*Set long- and short-term goals after considering personal values, abilities and resources

*Identify constraints that can keep people from achieving goals

CONSUMER values and goals related to ways in which income is earned and used (64)

*Give examples of ways in which values and goals influence how money is earned and spent

VARIOUS decision making processes (65)

*Identify steps in a decision making process, relating it to values and goals

IMPORTANCE of communication in the group decision making process

*Use problem solving and group process techniques to make decisions and consumer choices ▲

III. MANAGING MULTIPLE ROLES ▲

GOALS of different life roles

*Identify roles that may be assumed and goals related to them

DEVELOPING a management system

*Identify resources that aid in the attainment of selected goals

*Make plans for attaining selected goals

*Determine criteria for evaluating the success of management plans

IV. BUDGETING/MONEY MANAGEMENT

BENEFITS of budgeting resources

*Identify benefits derived from budgeting resources

FACTORS influencing the use of income

*Identify factors which influence attitudes and behaviors related to the use of income, i.e., values, goals, needs, stage of life cycle, resources available, time, energy, and skills

RECORD keeping

*Use a variety of record keeping methods including computers

DETERMINING and revising budgets to meet changing needs, goals, life styles, income and inflation ▲

*Plan a system of record keeping for personal and/or family use

*Develop a spending plan for personal and/or family use

CREDIT institutions

*Compare costs and services at different credit institutions, i.e., banks, savings and loans, finance companies, credit unions, small loan companies, life insurance companies, and pawn shops

CREDIT VS. CASH

*Make decisions about the most desirable methods of payment in particular situations (66)

*Develop and express a philosophy about the use of money and credit

CREDIT contracts

*Analyze and compare credit contracts

CONSUMER laws related to credit purchases

- Illinois Retail Installment Sales Act
- Federal Consumer Credit Protection Act (Truth in Lending)
- Federal Fair Credit Billing Act
- Federal Equal Credit Opportunities Act

*Explain provisions of legislation related to credit purchases ▲

ESTABLISHING credit and maintaining credit

*Establish and maintain a credit rating to meet one's needs

SOURCES of help in financial difficulty

*Locate community services that help with financial problems, such as credit counseling, family service agencies, bankruptcy, debt consolidation loops, etc.

V. PURCHASING--as applied to foods, clothing, housing, household furnishings, education, transportation, insurance, health care, physical fitness, drugs, energy, and services

FACTORS affecting purchases

*Develop awareness of pressures that influence buying practices, i.e., fads, peers, family, advertising, economic changes, personal resources, time, energy, money, and availability of information (67)

FACTORS that influence price

*Identify factors that influence product prices and personal buying decisions, i.e., advertising, labeling, quality, size, packaging, season of year, state of the economy, shoplifting, and brand identification

PLANNED purchases

*Analyze buying guides for planned product purchases

*Identify the hidden cost involved with a purchase, i.e., installation, maintenance, additional parts and repairs

*Evaluate the effectiveness and efficiency of using computers in planned purchases

STORE and manufacturers policies

*Interpret policies of producers and retailers, i.e., guarantees, warrantees, contracts, and labels (68) (69)

EFFECT of the products' use on the environment

*Analyze the effects of product use and disposal on environmental quality

AVAILABLE services

*Make guidelines needed by individuals and families for choosing legal, medical, dental, private and public family services ▲

VI. FINANCIAL SECURITY

FACTORS influencing savings, investments and insurance plans

- emergency
- security
- future goals

*Analyze reasons for saving and types of possible savings

FINANCIAL saving institutions

*Identify saving institutions in the community

*Determine the advantages and disadvantages of the various savings plans available from each institution

MONETARY investments

*Prepare plans for saving and investment programs to meet the needs of various situations, i.e., stocks, bonds, real estate, insurance, company sponsored plans, mutual funds and education

*Identify sources of information that help in selecting and evaluating investments

TYPES of insurance

*Assess insurance needs for different situations, i.e., life, health, property, and auto

*Identify factors to consider when selecting insurance agents and/or companies

*Compare similar policies from different companies

INHERITANCE and wills

*Evaluate the costs of inheriting possessions

*Prepare a will for personal possessions

*Investigate the possible outcomes when there is no will

VII. TAXES (70)

RATIONALE of the tax system

*Identify the services provided through taxes, e.g., (local)--fire, police, education, recreation, roads, and streets; (state)--welfare, education, highways, group insurance and pension plans, regulations of business and industry, administration of government agencies, and court services; (Federal)--postal, court, veteran's benefits, social security, relations with foreign countries, etc.

SOURCES of tax revenue

*Identify sources of tax revenue and services provided by taxes, e.g., educational tax service fees charged by utility companies, motor vehicle and fuel tax fees, licenses, taxes on the distribution and use of tobacco and alcohol, business license and taxes, amusement tax, lottery receipts, franchise, sales tax, personal income, corporation, excise, gift and estate tax

RECORD keeping for tax purposes

*Determine the possible uses of home computer in record keeping

*Describe the necessity for keeping records of deductions, donations, purchases, health costs, interests, etc.

*Prepare tax returns and save records for audit purposes

TAX consulting agencies

*Identify and compare services of various tax consulting agencies in the community

VIII. LEGAL OBLIGATIONS

CONTRACTS

*Recognize various contracts, e.g., automatic renewal agreement, conditional sales contracts and installment contracts

LEGAL principles governing transactions

FAMILY law--birth certificates, child abuse, adoption, child support, marriage license, common law, remarriage, adultery, divorce, annulment, legal separation, death, etc.

*Interpret legislation which relates to consumer/producer transactions and to family relationships

IX. CONSUMER INTERACTION WITH INFLUENTIAL GROUPS WITHIN SOCIETY

HUMAN components of the economic system and their interrelationships

- agriculture--produce and distribute goods, consumer products and services developed by other workers in the economic system
- business--promotes the selling and using of goods and services developed by other workers in the economic system
- laborers--produce goods and services
- unions--influence cost and availability of products
- government--serves as an employer, producer, consumer and regulator; promotes economic growth, stability and justice; provides services to protect other members of the economic system

*Explain the functions of the various parts of the economic system and the relationships among them

NG within the economy

*Develop techniques for dealing with economic realities such as inflation and recession

CHARACTERISTICS of the private enterprise system

*Describe characteristics of the private enterprise system, i.e., freedom of choice, profit motive, competition, private property, government influence

X. CONSUMER RIGHTS AND RESPONSIBILITIES

CONSUMER rights

- choice of goods at competitive prices
- information to make decisions
- protection from sale of products which are injurious to health
- protection against misrepresentation, dishonesty and fraud

CONSUMER responsibilities

- planned spending to meet and pay for important needs and wants
- using information available when buying products and services
- follow manufacturers' directions
- follow safety standards
- deal with reputable business organizations
- report unlawful and unfair practices to the proper authority or agency
- become informed and utilize methods of recourse

AGENCIES, businesses and government organizations that help consumers

*Identify the organizations and the services they provide

SELECTION of and dealing with reputable businesses and individuals (71)

*Exercise consumer responsibilities, and work with others to further the rights of the consumer (72) (73)

XI. NONRENEWABLE ENERGY RESOURCES IN THE HOME

PATTERNS of energy use

*Determine the cost of personal and family energy uses in relation to consumer decision making (74)

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UNWISE energy use

*Identify wasteful energy practices

CONSERVING natural resources

*Identify ways to conserve natural resources

ENERGY and the economy

*Develop a philosophy of consumption which incorporates energy conservation and preservation of the environment

*Practice energy conservation techniques

ADULT LIVING

Content Outline

Grade 12

Semester Course

This course is designed to assist individuals and families in achieving life satisfactions through responsible participation as adults in the home, community and workplace. Emphasis is placed on responding to situations in terms of identified values and goals. Various resources to assist with life problems are explored.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- LIFE stages
- VALUES, goals and decision making
- HUMAN sexuality
- CHOOSING a life style
- CHANGING relationships and roles
- HANDLING stress and conflict
- HEALTH maintenance
- SOCIAL and community concerns
- ROLE of work in adult life
- AGING

I. LIFE STAGES

TASKS and problems related to different stages ▲

- adolescence
- young adulthood
- maturity (middle years)
- aging

*Identify tasks and problems related to different life stages

SOURCES of help

*Describe sources of help for problems that may arise during various life stages

II. VALUES, GOALS, AND DECISION MAKING

STANDARDS for success

*Formulate personal standards for success and happiness ▲

VALUE development

*Analyze experiences which contributed to the development of values

RELATIONSHIP of values and goals

*Explain the relationship of values to life goals and objectives

THE decision making process as an aid in planning for the future

*Practice the decision making process in planning a personal goal

III. HUMAN SEXUALITY

SEXUALITY as a part of personality

*Explain sexuality as a part of human personality ▲

SEX roles

*Identify the relationship of gender to roles assumed by individuals

CLARIFICATION of feelings and attitudes

*Examine feelings and attitudes toward sexuality and explain the relationship of attitudes to behavior (75)

REPRODUCTIVE anatomy and health

*Describe the reproductive systems and their functions

SEXUALLY transmitted diseases

*Describe causes, prevention, and treatment of sexually transmitted diseases ▲

COMMUNITY services available

*Identify community services available for help with sex-related problems

IV. CHOOSING A LIFE STYLE (76)

ALTERNATIVE life styles

- single living
- cohabitation
- marriage with or without children
- group arrangements

FACTORS that influence life style choices

*Describe characteristics of life styles being practiced today and factors that influence the choice of life style

V. CHANGING RELATIONSHIPS AND ROLES

CHANGES in roles and relationships ▲

- parent and child--from being cared for to caring for
- from consuming to producing
- from friend to mate
- siblings
- friendships

*Identify changes that take place in relationships and roles as one matures (77)

VI. HANDLING STRESS AND CONFLICT (78)

TYPES of stresses and conflicts

- managing multiple roles
- conflicts with relatives/others
- financial difficulties
- accidents or natural disasters
- alcoholism, drug abuse
- criminal acts
- handicapping conditions (79)
- mental or physical illness
- sexual relationships
- death--significant other
- divorce/separation

SOURCES of help in dealing with life stresses and conflicts

*Describe various types of stresses and conflicts that may occur in life

*Suggest sources of help in dealing with life stresses and conflicts

*Give examples of positive outcomes following crises and conflicts (80) ▲

VII. HEALTH MAINTENANCE

SELF-care techniques

*Demonstrate and practice self-health care techniques

SOURCES of information

*Evaluate sources of information

WHEN to seek professional assistance

*Give examples of times when it may be necessary to seek professional help

VIII. SOCIAL AND COMMUNITY CONCERNS

APPLICABLE legislation

- to the family and to the individual
- to marriage
- to other life styles

*Explain legislation which is related to various life styles and events

COMMUNITY agencies and services

*Participate in community activities designed to improve the environment and the quality of life for all community members

IX. ROLE OF WORK IN ADULT LIFE (81)

CAREER choices

CAREER transitions

WORK satisfactions

*Analyze the contribution of work to life satisfactions, including the role of career choice and career changes

X. AGING

PHYSIOLOGICAL and psychological changes in aging

*Identify physiological and psychological changes that accompany aging

THE elderly person and the family

*Identify ways of relating constructively to elderly persons within the family and community

PLANNING for retirement

*List and explain points to be considered in long-range planning for retirement

HANDLING changes that accompany the aging process

*Recognize different ways in which people cope with aging

ALTERNATIVES for supporting an elderly person

*Describe alternate plans for supporting elderly persons of varying physical and mental capabilities

LEGISLATION that addresses the needs of the elderly

*Investigate present legislation concerning the elderly

*Identify future concerns for the increasing growth of the elderly population

PARENTING

Content Outline

Grade 12

Semester Course

This course is designed to help students think through the responsibilities, satisfactions and stresses of parenthood. Many types of parenting situations are examined. Stress prevention and management and the work of community agencies that help parents deal with various types of parenting crises are emphasized. Special attention is given to the needs of teen-age parents and to the importance of readiness for parenthood.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- PREPARING for parenthood
- RESPONSIBILITIES of parenthood
- FAMILY planning
- PRENATAL development and care
- CHILDBIRTH
- PARENTING situations
- EFFECTIVE parenting
- STRESS prevention and management
- CRISES
- COMMUNITY and social service agencies

I. PREPARING FOR PARENTHOOD

ATTITUDE toward parenting (personal, cultural) (82)

*Identify reasons for having and not having children (83)

*Analyze personal attitudes toward parenting

*Analyze the impact of children on one's life style

EMOTIONAL, mental, physical and social aspects

*Identify characteristics of mature parenting

*Evaluate personal characteristics that indicate readiness for parenthood (84)

FINANCIAL considerations

*Investigate the costs and financial obligations of parenting

II. RESPONSIBILITIES OF PARENTHOOD (85) (86)

LEGAL

*Identify the legal responsibilities of parenthood

MORAL and social

*Discuss the moral responsibilities of parenthood

III. FAMILY PLANNING

VALUES and goals in relation to family planning

*Develop a personal philosophy of parenting and family planning

METHODS of family planning

*Identify and evaluate various contraceptive methods

*Evaluate personal and family values in regard to the use of contraceptives

ALTERNATIVES to parenthood

*Explore alternatives to an undesired pregnancy

GENETIC considerations (87) (88)

*Identify genetic considerations that influence family planning

COMMUNITY services as sources of information

*Locate community agencies which may be sources of help and information related to parenting issues and problems

IV. PRENATAL DEVELOPMENT AND CARE

DEVELOPMENT before birth

*Describe the process of development before birth

HEREDITY and environmental influences

*Identify heredity and environmental influences on the unborn child

CHOICE of doctor, hospital, etc.

*Identify factors to consider in choosing a doctor or midwife and hospital for prenatal care

PERSONAL habits

*Describe maternal behaviors which contribute to the best environment for the unborn child, i.e., nutrition, exercise, use of drugs, etc.

ADJUSTMENTS during pregnancy

*Identify adjustments individuals need to make during pregnancy, i.e., physical, mental, social, emotional and financial

*Describe how pregnancy changes family roles, values and goals

V. CHILDBIRTH

COSTS

*Calculate the costs of having a baby

LABOR and delivery options

*Identify various options of labor and delivery, i.e., natural, Caesarean

*Recognize possible complications of labor and delivery

POST-partum care and support

*Evaluate various practices related to childbirth and the early care of an infant

*Recognize individual differences in adjusting to taking care of infants (89) (90)

*Explain types of support systems that aid in parenting adjustments

VI. PARENTING SITUATIONS

TYPES of parenting situations

- traditional parenting
- adoption (91)
- adolescent parents/older parents (92) ▲
- foster parenting
- surrogate parents
- single parents (93) (94) ▲
- extended families

*Compare different parenting situations and identify the advantages and disadvantages of each

VII. EFFECTIVE PARENTING

ESTABLISHING the climate of the home

*Analyze the importance of the home atmosphere for the physical, mental, social and emotional well-being of the child

COMMUNICATION (95)

*Develop skills in verbal and nonverbal communication

*Analyze the consequences of verbal and nonverbal communication as it affects individuals and families

PARENTS and families as educators

*Identify ways parents teach their children values, morals and attitudes

*Identify activities which enhance cognitive development and provide creative and enrichment experiences

*Identify ways parents teach responsibilities to their children (96)

DEVELOPING positive self-concepts and social attitudes

*Contribute to the development of a positive self-concept in oneself and others

PLANNING for substitute care for children

*Examine reasons for obtaining substitute child care

*Compare various child care options

*Evaluate the pros and cons of various substitute child care options

DEALING with school, peer and social pressures

*Identify constructive social attitudes and determine ways to promote them in children

GUIDANCE and discipline (97)

*Evaluate parenting styles, i.e., permissive, democratic, authoritarian

*Develop a philosophy of guidance and discipline

*Practice implementing this philosophy in specific situations

DEALING with sibling relationships

*Analyze the relationships of parents and siblings

VIII. STRESS PREVENTION AND MANAGEMENT

TECHNIQUES of stress prevention and management (98)

- establishing routines
- preplanning
- establishing priorities
- health maintenance
- using support systems
- adapting to role expectations

*Identify techniques of stress prevention and family management for parents working inside and outside the home

IX. CRISES

POSSIBLE parenting crises

- family abuse/neglect (99) (100)
- divorce/separation (101)
- children with special needs (102)

- death/serious illness/accident
- behavior problems
- drug use and abuse

*Identify parenting crises and suggest ways of responding

*Identify agencies and persons to assist in crises situations

X. COMMUNITY AND SOCIAL SERVICE AGENCIES

ATTITUDES toward use of community and social services

*Recognize the services provided by community and social service agencies

SUPPORT services for families

*Identify social agencies that provide support services to parents and children, i.e., education, health and recreation ▲

FHA-HERO ACTIVITIES FOR LIVING ENVIRONMENTS TO BE DEVELOPED BY FHA-HERO STUDENTS

1. Invite guest speakers such as a real estate agent or an officer from a rental agency to explain the economic influences on the local housing market. Discuss how these factors might influence housing in the future. Summarize basic learnings for an FHA-HERO column in the school newspaper.

2. Arrange a field trip to a home for the elderly, a government subsidized housing complex or other special housing arrangements within the community. Identify problems or trends and issues or advantages and disadvantages of these types of living environments for the residents as well as citizens in general.

3. Divide the group into committees to survey housing available in the community. Committees could meet with real estate agents, owners of rental properties, mobile home park owners, or survey the news paper and call individuals to determine numbers of dwellings available, what is included in the property, and the costs. Prepare a brochure to give to graduating seniors who might be planning to remain in the community.

4. Purchase or make a variety of home care products such as window cleaners. Experiment with each type to determine efficiency of each while cleaning a portion of the department's windows. Develop a chart to show uses, efficiency, and costs of each product. Display chart in display case or convert to a handout and distribute at an open house to parents and to families in the community

FHA-HERO ACTIVITIES FOR RESOURCE MANAGEMENT TO BE DEVELOPED BY FHA-HERO STUDENTS

1. Invite a bank representative to the class/chapter to explain supply and demand as it applies to individuals using banking services.

2. After class discussion on goals, values, wants, and needs develop a series of skits to explain these terms and how they affect the consumer. Present the skits to younger children and other classes.

3. Analyze the steps in the Planning Process. Develop a list of ways in which the students can use the process to help them make group decisions at school, home, or in other organizations.

4. As a class/chapter program, divide the class into groups of 3 to 5 depending on the size of the class. Give each small group a case study showing poor management skills. Have the group quickly role play the situation. After the role play is over have the class/chapter president lead the brainstorming session, with the secretary recording ideas on the board of suggested ways to improve management skills. End the session by having students write a personal list of ways they might improve personal management skills.

5. Share the department budget with the class/chapter.

   A. Through discussion, determine how the budget affects the student and why it is important to the department and school.

   B. Examine how the record keeping system is accomplished.

   C. Identify how the procedures for departmental budgeting can apply to the FHA-HERO organization, individual class members, and family situations.

6. Have the class/chapter officers summarize the basic content of consumer laws on newsprint. Add a caption such as Consumer Laws Include. . . Place the newsprint in a display case or on the bulletin board.

7. As a class/chapter, survey the school to determine services available to students, include location in building, titles of persons available, etc. Form into a handout and present to students who would be entering the school for the first time.

FHA-HERO ACTIVITIES FOR
ADULT LIVING
TO BE DEVELOPED BY
FHA-HERO STUDENTS

1. Divide the class/chapter into committees to interview persons in the following age categories: Adolescent, young adults, middle aged, and aged. Develop a list of questions to gain insight into tasks and problems encountered for each age level. Share the results of the interviews by identifying similarities and differences. Include the summary in a thank you letter to each person who participated in the interview.

2. Take the class/chapter roll by having each person define what success means. Have the secretary record all definitions on the board. As a group or in small group sessions, develop a variety of plans to use to achieve success.

3. Listen to popular records. Determine how sexuality is portrayed.

4. Invite a doctor, public health official or a nurse to the class/chapter to explain the causes, prevention, treatment, personal and societal problems created through sexually transmitted diseases.

5. Sponsor a PRD (Personal Relationships Day)

   A. Place a sign on the bulletin board: PRD coming.

   B. As each type of relationship is studied in the class/chapter prepare a poster illustrating each type of relationship. For example: parent/child, friend/friend, older/younger, etc.

   C. Prepare a flyer or wallet card to distribute on PRD day with a slogan such as:

      Repair ragged relationships
      or
      Renew, revive, rejoice in friendship

6. From a daily newspaper, clip articles related to crisis situations such as death, divorce, accident, abuse and bankruptcy. Mount each on a separate sheet of paper. For each, list possible positive outcomes. Group posters on a large bulletin board or in a display case.

FHA-HERO ACTIVITIES FOR PARENTING TO BE DEVELOPED BY FHA-HERO STUDENTS

1. Invite a lawyer, judge or district attorney to explain the responsibilities of parents. Include legal responsibilities for children in relation to divorced parents.

2. Invite adolescent parents to the class/chapter to share their parenting situations, problems, and expectations for themselves and their children.

3. Interview single parents or invite them to the class/chapter to share financial, emotional and educational responsibilities.

4. Prepare a handout or pamphlet of local support services for the family. Include a brief description of the information and services provided. Distribute through the school library or counselor's office.

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Topic: Living Space Needs

Objective: Determine living space needs for various family and individual life styles.

Activity:

1. Have students complete the worksheet, "Factors Affecting One's Living Space Needs." (attached)
2. Have students discuss reasons for their answers.

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Name: ____________________

Factors Affecting One's Living Space Needs

The use of floor space available in one's home is more important to livability than the actual amount of floor space in that home. The number of people sharing the home, together with their interests and activities, determines how floor and storage space are to be used. In the problems below, circle the living space needs you feel each type of life style should have.

LIFE STYLE	LIVING SPACE NEEDS
1. The family which values leisure time.	A. larger family room or den
	B. enclosed back yard
	C. large kitchen
2. The family who is socially inclined and enjoys entertaining at home.	A. average size living room and dining room, separated by a wall
	B. a living area and family room easily accessible to one another
	C. kitchen separated from living room by a hall and laundry room
3. The working couple who has a limited amount of time for food preparation and enjoys eating out frequently.	A. a small kitchen efficiently equipped
	B. an average kitchen in the three room apartment where other activities such as correspondence, hobbies, bookkeeping can be done
	C. a large kitchen so week-end cooking can be done for the week ahead
4. The young career woman living alone in small home.	A. a bedroom large enough for a double bed, lounge chair, TV and chest of drawers. Also a walk-in closet
	B. a bedroom large enough for a double or single bed, chest of drawers, and boudoir chair
	C. a bedroom just large enough for a single bed and chest of drawers with a closet in the hall
5. The teenage girl who enjoys reading and stamp collecting.	A. shelf in the family room for her books and stamp collections
	B. book shelf in her bedroom for her books and stamp collections
	C. a well-lighted area in her bedroom for reading and working with stamps

LIFE STYLE	LIVING SPACE NEEDS
6. The family who enjoys outdoor sports.	A. storage space in the garage or basement for ice skates, football, baseball and bats, snow ski boots B. space in the closet of the family room C. space in each person's bedroom to store these sports items
7. The family with three boys, age 3, 4, and 8.	A. storage space in the bedrooms for some of the younger boys' toys B. extra storage space in the living area for other toys of the younger boys C. a separate storage place for the 8 year old's toys and hobbies
8. A family who does little entertaining.	A. the dining room converted into a TV room so the TV doesn't have to be in the living room B. a living room with a small dining area C. a formal dining room used only when entertaining occasionally

Topic: Selecting a Living Environment

Objective: Evaluate an apartment or mobile home using a check list.

Activity:

1. Enlist the cooperation of a local real estate agent in taking students on an inspection tour of two different apartments or mobile homes. (If this is not possible, you might be able to do this activity during open houses, Parades of Homes, or similar events in the community.)
2. Prepare copies of the accompanying evaluation sheet for each student.
3. After each student has evaluated the facility, guide the class in comparing reactions, noting that personal standards, needs and values will enter into the choice of a living space.

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Living Environment Evaluation Sheet

+ Satisfactory - Unsatisfactory

Neighborhood

________ Free of trash, garbage?
________ Adequately lighted?
________ Sidewalks in good repair?
________ Type? (residential, semi-commercial)

Building

________ Exterior in good repair?
________ Grass/shrubs cared for?
________ Steps solid; hand rails?
________ Mailbox in good condition?
________ Security lights, locks, etc.?
________ Place to park car or bike?

Interior

________ Separate areas for living, working and sleeping?
________ Relation of rooms to one another? (For example, can the only bathroom be reached without going through a bedroom?)
________ Size of rooms?
________ Windows to provide ventilation and light?
________ Screens and shades on all windows?
________ Windows open and close easily?
________ Closet and storage space?
________ Wall coverings clean and in good condition?
________ Floors/floor coverings clean and in good condition?
________ Enough outlets in convenient locations?
________ Appliances clean and in working order?
________ Heating and cooling system?
________ Two escape routes in case of fire?
________ Kitchen arrangement?
________ Cabinets and counter space in kitchen?
________ Plumbing fixtures and drains work well and quietly?

If disabled, further checks are needed:

________ Entry ramp or level doorsills?
________ Doors easy to open, accessible handles and locks?
________ Doors wide enough?
________ Clear paths to mailbox, garbage containers, storage, laundry, parking?
________ Accessible kitchen and bathroom facilities?

Topic: Selecting a Living Environment

Objective: Investigate the realities in renting housing.

Activity:

1. Prepare cards giving the address of a local employer, a job title with that employer, and a figure representing weekly (or other pay period) take-home pay for that job. Give one to each student.

2. Have students (either alone or in groups) visit a real estate agency and choose from agency files an apartment, mobile home, or house to rent, remembering to try to keep the rent within 25-35% of total monthly income.

3. Students should try to find out:

   a. the monthly rent;
   b. security deposit required;
   c. the cost of utilities;
   d. conditions of the lease;
   e. the responsibilities of the tenants and the owner; and,
   f. location.

4. Ask students to report their findings, including the proximity of the living environment to the place of employment, shopping facilities, etc.

ROOMS
TO LET

Topic: Motion Study

Objective: Perform common household tasks by using techniques which save time and motions.

Activity:

1. Prepare an outline drawing (floor plan) of a school unit kitchen.
2. Make copies of the floor plan for the students. It should fill a standard 8-1/2" by 11" sheet of paper.
3. Ask one student to do some common task such as taking dishes from the cupboards and setting a table, clearing a table or serving a simple breakfast of cereal, toast, and juice.
4. Direct the other students to draw the path taken by the worker on their floor plans (some might count steps instead).
5. Discuss ways to decrease steps taken by using trays, storing equipment near the place it will be used, combining motions, etc.
6. Have the student follow the suggestions and repeat the task. See if there is an evident decrease in the lines made when students trace the pathways.

Note: A variation of this activity may be carried out by using a ball of string and unrolling it as the student works.

Topic: Organizing Work Areas (Kitchens)

Objective: Store items used in a kitchen, considering safety, appearance, and convenience.

Activity:

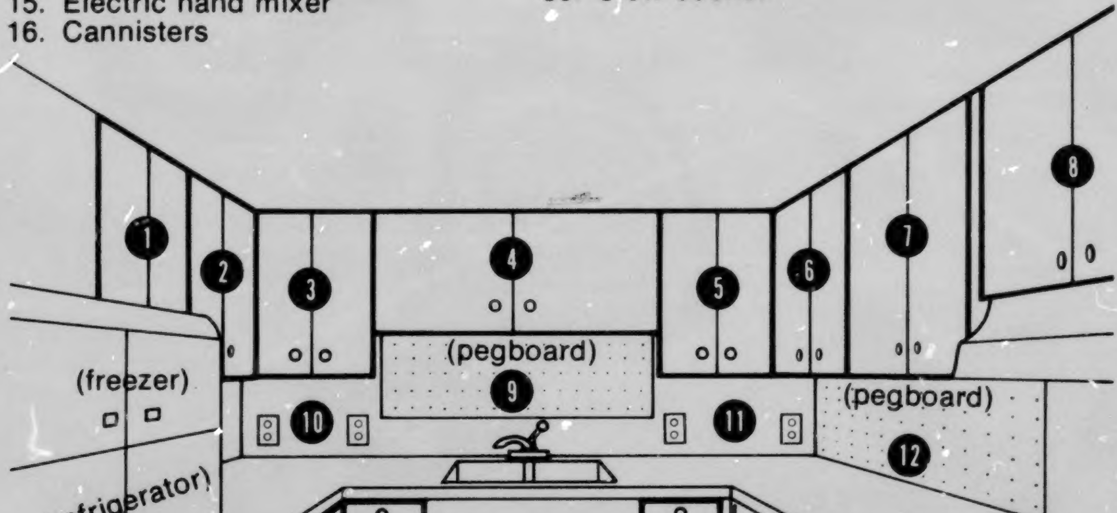
1. Have students complete the Kitchen Organization worksheet. Allow students to fill it out either individually or in small groups.
2. Guide a recitation on the reasons for the placement of certain items, emphasizing the three factors of safety, appearance, and convenience.
3. Summarize by using the Factors to Consider in Kitchen Storage handout.

NOTE: A good follow-up assignment would be to have students analyze school or home kitchen storage and make suggestions for improving it. Another idea is to encourage students to find pictures of storage facilities for special purposes.

Examples: pull-out shelves
high spaces for tall appliances
adjustable shelves
canisters which stack

Kitchen Organization Worksheet

1. Aluminum foil, waxed paper, etc.
2. Wastebasket
3. Baking mixes (cake mix, biscuit mix, etc.)
4. Pots and pans
5. Frozen foods
6. Cookbooks
7. Baking sheets, pie and cake pans, etc.
8. Toaster
9. Coffeemaker
10. Dishes and glasses
11. Silverware
12. Dishcloths and hand towels
13. Dishwashing detergent
14. Mixing bowls
15. Electric hand mixer
16. Cannisters
17. Canned goods
18. Spices
19. Mixing spoons
20. Measuring spoons and cups
21. Potholders and hot pads
22. Shortening and oils
23. Utensil rack and accompanying utensils (pancake turner, slotted spoon, etc.)
24. Salt and pepper shakers
25. Blender
26. Food processor
27. Kitchen cleaning supplies
28. Kitchen knives
29. Potato peeler, hand can opener, egg beater, etc.
30. Slow cooker



DIRECTIONS

Study the numbered list. Place each of the numbered items in the most appropriate storage location in the kitchen diagram. EXAMPLE: For number 5 (frozen foods), you would write the number 5 on the freezer section of the refrigerator.

NOTE: There may be no "wrong" answer for several items. EXAMPLE: Potholders and hot pads might be placed in a drawer on either side of the range or might be hung from hooks on the pegboard near the range (either 12, 18, or 19).

Factors to Consider in Kitchen Storage

I. Safety and Sanitation

Protection from:

- a. The elements (heat, cold, water, dirt, fire, air)
- b. Breakage
- c. Insects and pets
- d. Micro-organisms
  Examples: Perishable foods in refrigerator
  Damp towels where they will dry and not mildew
  Steel wool pads where they can drain and dry

Protection for:

- a. Family members, neighbors, visitors
- b. Pets
  Examples: Security of poisons, sharp instruments, matches, etc.

II. Appearance

- a. of the article
- b. of the house

III. Convenience

- a. Easy to see, reach, grasp
  Examples: Half shelves, step shelves, racks on doors, short items in front of taller items
- b. Near place of first or last use
  Example: Table dishes near dishwasher, sink, or eating space
- c. At convenient heights
  Example: Heavy or most often used items at elbow height
- d. Items used together stored together
  Examples: Mixer near mixing bowls
  Cleaning cloths or sponges near scouring powder
  Storage containers near refrigerator
- e. In relation to frequency of use
  Example: Little-used items in less accessible places
- f. In relation to persons using
  Example: Items used by children on lower shelves

Topic: Solar Heating

Objective: Explain the basic problems that must be solved in planning a solar heating system.

Activity:

1. Ask each student to make a sketch of a house which uses the sun as its main source of heat.
2. Have students form groups and share their sketches. Each group should choose one sketch and put it on a transparency for viewing by the entire class.
3. Project the sketches and ask such questions as:
    - a. What will happen on cloudy days?
    - b. How will the heat pass from room to room?
    - c. Do you have a way to store heat not needed for immediate use?
    - d. How will you keep heat from escaping?
4. Guide the students in a study of active solar heating, emphasizing the need for collection, distribution, storage, and backup systems.
5. Have students revise their sketches, taking their new knowledge into account.

NOTE: The idea for this activity came from an article in the October, 1981, issue of VocEd, "Teaching Energy Conservation Action," by Betty Lee Stout, Sharon S. Redick, and Ann Willett.

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Topic: Relationship of Values to Individual's Life

Objective: Describe relationships between values.

Activity:

1. Distribute copies of the newspaper article "Parlay Nest Egg into Nest!" (attached)
2. Have students read the article on their own, or have one person read it aloud while the others follow on their copies. In a class discussion, elicit answers to the following questions:
    a. Name some values which are apparent in the story and explain their relationships to perceptions, attitudes and overt acts. (example - What values may have influenced Max's attitude that "time is money?") Some values may be: work, family ties, individuality, perserverance, money, health, achievement, cooperation, planning for future, social acceptance, security, responsibility, independence
    b. When Max was younger, he stopped "to talk to the customers a whole bunch." How have his values changed? What may have influenced that change?
    c. Which values have been openly asserted and which can be inferred by behavior?
    d. What events in the parents' lives may have helped to shape their values?
    e. What values do you think the parents transmitted to the boys?
    f. What other environmental factors may have contributed to the boys' values?
    g. Give an example of how a value may have been transmitted through reinforcement, and another through modeling.
    h. What values do you have in common with these boys? Which values of yours may conflict with their values?
    i. What would it be like to have one of these boys for a friend?

*Note: These questions may be adapted to another article the teacher may find. It might be interesting to compare two articles. Another activity could be to have students pick one of the values from the newspaper article that is also a top value for them. Have them describe one of their own "real life" situations.

Parlay Nest Egg Into Nest

By NINA RUBEL

News-Gazette Staff Writer

Three baby tycoons have forged hard work and perseverance into their share of the American Dream — house ownership.

The three modern-day Horatio Alger heroes, Max, Lehman and David Waisvisz, bought a one-family home in Champaign in 1977, using their earnings as newspaper boys for the down payment.

The children of Dutch immigrants, Herman and Vera Waisvisz, the boys have rented the house out since its acquisition.

At the time of the purchase Max was 13, Lehman 11 and David 10 years old.

The one-story brick house is located at 508 S. Victor St., C, a few blocks from the family's residence.

Max contributed $3,672 to the down payment on the $40,000 house while Lehman chipped in $1,900 and David anted up $1,100. Their father put in the remaining money — about $1,400 — needed to complete the 20 percent down payment.

Today the estimated value of the house is $55,000 while the outstanding loan on the 10-year mortgage has been reduced to about $30,500.

This provides the boys with an additional equity in the house of about $16,500 on top of their and their father's original $8,000 investment.

The creation of this impressive nest egg is founded on the assembling and delivery of many hundreds of thousands of newspapers.

Max, for instance, estimates he has delivered an average of 100 papers a day during his eight years as a newsboy, beginning when he was 9. This makes for a grand total for him alone of 292,000.

He has had as many as four newspaper routes at a time. During a three-year period some years ago he carried 163 papers a day.

Most newspaper carriers have one route with about 50 papers.

The family plans to sell the rental house when its value, buoyed by inflation, reaches $60,000.

"I steered them into buying the house so that they wouldn't eat up their hard-earned money," Mr. Waisvisz (pronounced Wysfish) said.

"They worked too hard to squander the money."

The house proceeds may be used to help support the boys through college, he said.

The house rents for $350 a month with the tenant's payments applied directly to the house payments.

The money is in a trust administered by a lawyer whom Max came to know when he delivered the newspaper to him. The lawyer also handled the closing on the family's own home.

"When you are young, you stop and talk to the customers a whole bunch. As you get older, you realize that time is money," Max said about his making the acquaintance with the lawyer.

The young capitalist lent his parents $500 out of his newspaper earnings toward the down payment when they bought their present home. Mr. and Mrs. Waisvisz retained ownership of their former home and rent the house out for income.

Mr. Waisvisz is a chemical engineer at United States Industrial Chemical Co. in Tuscola. Mrs. Waisvisz is a salesclerk in the jewelry department at Robeson's department store, Champaign.

The three boys take care of most of the upkeep with some help from their parents. The boys have painted the house and take charge of the cleaning of gutters, trimming of bushes, lawn mowing and many other jobs.

They have bought appliances including a dishwasher for the house and have installed a sump pump.

When a new heater was needed, they borrowed the money for the purchase from Mrs. Waisvisz. She will be paid back with interest when the house is sold, they said.

Max, now 17, will be a senior at Centennial High School this fall. He plans to study accountancy in college and may attend Parkland College, the University of Illinois or Illinois State University in Normal.

He sold his remaining two newspaper routes to his brothers in late March and now works as a sacker at Eisner's at 909 W. Kirby Ave., C.

He often delivered his newspapers riding on a unicycle.

"I delivered two routes in 11 minutes on my unicycle," he said. "These were apartment routes. The papers would ricochet off the doors."

His hobbies include weight-lifting and collecting stamps.

Lehman, now 15, will be a sophomore at Centennial in the fall. He has two routes for The News-Gazette.

He is a member of the Carle Clinic Medical Explorers Club and plans to make biogenetic engineering his college study at the UI.

David, now 14, will be a freshman at Centennial in the fall. He also has two newspaper routes.

His career plans are to become a chef and ultimately own a French restaurant. An excellent cook, according to the other family members, he enjoys making dishes as diverse as hamburgers, pancakes and cornish hens.

The three boys buy their clothes and pay for many of their non-basic expenses.

Max has invested in gold and has bought some Chrysler stock. He is saving to buy a car.

The two younger boys are coin collectors and use some of their earnings to buy silver coins.

The boys have won many trips as well as six bicycles in subscription sales contests.

Mrs. Waisvisz said the boys have always been totally responsible for their routes. She recalls helping Max once in his eight years of delivering papers.

"It was 20 degrees below zero," she said apologetically.

The two younger boys cover for each other in the rare event that one of them is ill.

Mr. Waisvisz was born in Indonesia and was imprisoned in a Japanese camp in Indonesia during World War II with his mother and brother. His father was incarcerated in another prison camp.

Mrs. Waisvisz was born in Holland.

The couple have lived in Champaign for almost four years. They lived in Canada and Cleveland before moving here.

"It was an easy decision for me to steer the boys to buy the house," Mr. Waisvisz said.

"I had seen the inflation in the Netherlands and knew it was going to come here. I believe in houses as investments."

He sees many advantages to children being newspaper carriers.

"You raise them easier because the rest of the world, the customers, are raising them, too," he said.

"They are healthier. Being out year round in all kinds of weather, they get toughened and never get sick.

'It keeps them out of trouble. They simply don't have time to get into trouble.

"They appreciate everything, in comparison to kids who have been spoiled rotten.

"And it creates a very close-knit family that tends to pull together.

"We have always wanted to instill in them that as immigrants we have to work harder to achieve the same standard of living as Americans have and obtain a place in society."

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Topic: The Decision Making Process--Influence of Values

Objectives: Identify influences on spending decisions.

Recognize how values and goals influence how we earn and spend money.

Activity:

1. Ask students individually to write down how they would spend a gift of $100.00 along with reasons for their decision.
2. Form small groups and ask students to imagine that they are representatives of an FHA or HERO chapter which has just been given a gift of $100.00. Ask them to decide how to spend the money, and record their reasons.
3. List the decisions on the board.
4. Analyze, using these questions:
    a. What differences are there in the way individuals would use the money? What do you think caused these differences?
    b. What differences are there in the way groups would use the money? What do you think caused these differences?

Topic: Decision Making Processes

Objective: Identify four different approaches to decision making.

Activity:

1. Give each student the "Decision Making Approaches" sheet and the "Decision Making" handout (attached).
2. Have students answer questions individually.
3. Discuss the decision making processes used by students--using the questions on the sheet as a guide.
4. Have students review the four approaches to decision making.

DECISION MAKING APPROACHES

LOW COST	- emphasis on what must be spent or invested
	- decision based on cost, risk, or regret you might experience as a result
	- goal is to minimize negative results
	- may have to sacrifice possible positive results
HIGH BENEFITS	- concentrates on rewards
	- aims at a decision that has possibility of most positive results
	- involves higher risk, higher cost
SOCIAL CENTERED	- is people centered
	- aimed at producing most positive results and least negative results for most people involved
	- may create difficulties for decision maker
	- may have risk for decision maker
VALUE CENTERED	- based on some value or principle
	- may involve high risk
	- may have low direct benefits to decision maker
	- may create difficulties for decision maker
	- person is willing to sacrifice for long-term results

DECISION MAKING

HANDOUT

1. Name four decisions you have made recently. Try to choose two major ones and two everyday ones.

2. What decision making approach(es) did you use for making the two major decisions? Explain the things that helped you to make your decisions.

3. What approach(es) did you use for the two minor decisions? Explain.

4. Are you pleased with the results of your decisions? Why or why not? What would you do differently?

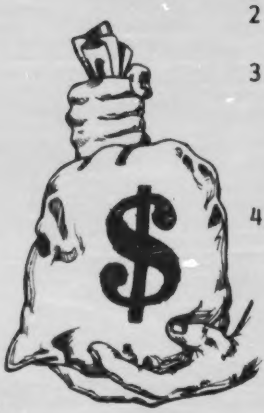
5. Based on your answers to the previous questions, do you think that one or two of the decision making approaches work better for major decisions than minor ones? Explain why you think they do or do not. If so, which ones are they?

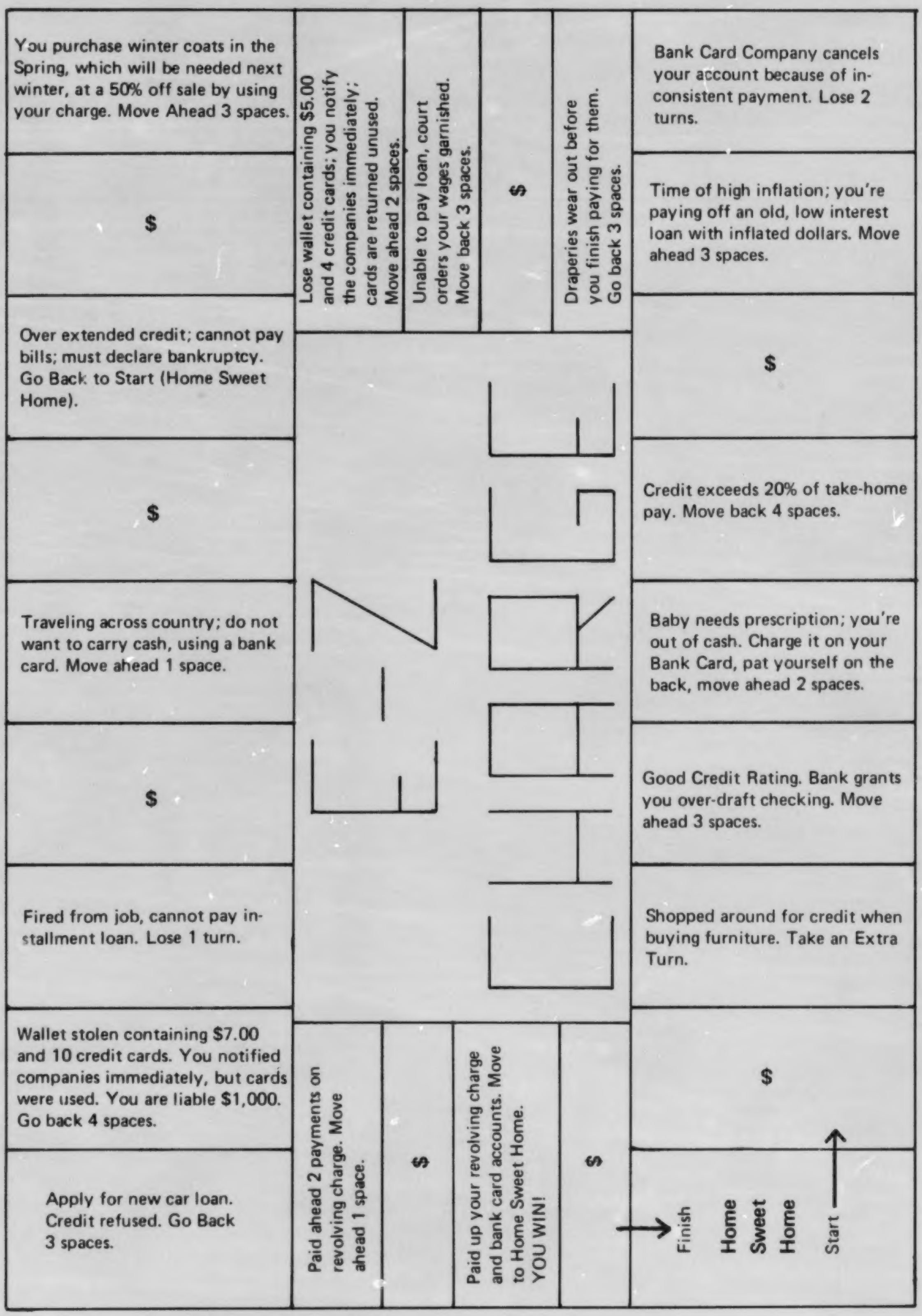
Topic: Credit vs Cash

Objective: Identify the penalties which occur through credit misuse, and benefits of cautious credit usage.

Activity:

1. Duplicate copies of the playing board (on next page)
2. Divide students into groups of 2-3.
3. Students move playing pieces around the board using the throw of a die to determine their move. They must follow the directions given on the square on which they land.
4. Winner is the first credit user to return to "Home Sweet Home" by going around the board.





You purchase winter coats in the Spring, which will be needed next winter, at a 50% off sale by using your charge. Move Ahead 3 spaces.

$

Over extended credit; cannot pay bills; must declare bankruptcy. Go Back to Start (Home Sweet Home).

$

Traveling across country; do not want to carry cash, using a bank card. Move ahead 1 space.

$

Fired from job, cannot pay installment loan. Lose 1 turn.

Wallet stolen containing $7.00 and 10 credit cards. You notified companies immediately, but cards were used. You are liable $1,000. Go back 4 spaces.

Apply for new car loan. Credit refused. Go Back 3 spaces.

Lose wallet containing $5.00 and 4 credit cards; you notify the companies immediately; cards are returned unused. Move ahead 2 spaces.

Unable to pay loan, court orders your wages garnished. Move back 3 spaces.

$

Draperies wear out before you finish paying for them. Go back 3 spaces.

Bank Card Company cancels your account because of inconsistent payment. Lose 2 turns.

Time of high inflation; you're paying off an old, low interest loan with inflated dollars. Move ahead 3 spaces.

$

Credit exceeds 20% of take-home pay. Move back 4 spaces.

Baby needs prescription; you're out of cash. Charge it on your Bank Card, pat yourself on the back, move ahead 2 spaces.

Good Credit Rating. Bank grants you over-draft checking. Move ahead 3 spaces.

Shopped around for credit when buying furniture. Take an Extra Turn.

$

Paid ahead 2 payments on revolving charge. Move ahead 1 space.

$

Paid up your revolving charge and bank card accounts. Move to Home Sweet Home. YOU WIN!

$

Topic: Factors Affecting Purchases

Objectives: Examine personal buying habits. Identify individual pressures which influence buying decisions.

Activity:

1. Have students brainstorm problems that consumers have in buying products, i.e., impulse buying, credit card abuse, etc. Why are these problems? In what ways could minor problems now become major problems later?
2. Have students write down ten items that they or their family have purchased in the last 6 months. Then have the students distinguish between items that satisfied a need or a want.
3. Have students answer the attached questionnaire for the products purchased.

Discussion questions:

a. What were some of the influences that helped determine your purchases?

b. How can various needs and wants influence a person's ability to save money?

c. What aspects should be considered before purchasing an item?

d. In what ways can planning and evaluating help a person overcome some money management problems or "hang ups?"

e. What changes or improvements could be made in your spending habits?

ANALYZING YOUR SPENDING HABITS

Student Questionnaire

Product purchased ______________________________

Time of day item was purchased ______________

Instructions: Check each item or anwer the question that applies to the way your product was purchased.

1. How did you learn of this product? _____TV _____radio _____newspaper _____friends _____other [specify] ______________________

2. Were you _____ alone, _____ with friends, _____with relatives when you purchased the item?

3. Did you plan for this purchase? _____yes _____no

4. Did you read about the product before purchasing? _____yes _____no

5. Where did you purchase the item? _____discount store _____department store _____variety store _____other [specify] ___________________

6. In what ways was this product different from other like products?

7. What need or want does this product fulfill?

8. How did you pay for this? _____cash _____check _____credit card

9. Where did you get the money to buy this item? _____savings _____earnings _____parents _____other

10. Have you used this product much? _____yes _____no

11. In your opinion, is this a _____major purchase or an _____everyday purchase?

12. Would you purchase the same product again? Why or why not?

13. How did the displays in the store influence you to buy the item? Explain.

14. How did the store personnel affect your choice of this purchase?

15. This purchase was _____under $10, _____$10-$25, _____over $25.

From your answers above, how would you summarize your buying habits? What changes or improvement need to be made?

Topic: Warranties

Objective: Analyze warranty information for products.

Activity:

1. Provide each student with a product and its warranty or have students bring their own to class.
2. Have the students complete "What's in a Warranty" worksheet for the product. (attached)
3. Have students share answers with other class members.

What's in a Warranty?

Product name____________________________

Price____________________________________

1. What type of warranty is it?
2. How long is the warranty in effect?
3. Does the warranty cover the entire product?
   If not, what is covered?
4. Are some of the parts covered for a longer period than others?
   If so, what parts?
   Why do you think these parts are covered for a longer time than others?
5. What do you do to make the warranty valid?
6. What could you do to make the warranty invalid?
7. Who will service the item if warranty serviced is needed?
   Can you obtain local service or must you send the item away?
8. Are there any costs that you must pay if service is needed?
   If so, will there be a charge for parts? labor? both?
9. Are any of the provisions of the warranty unreasonable to the extent the purchaser may not be able to live up to them?
   If so, which parts?
10. Are there portions of the warranty which are unclear to you?
    If so, which parts?
11. Is there something worth knowing about the warranty? If so, state it.
12. Would you consider the warranty "loaded" in favor of the manufacturer?
13. Does the warranty appear to be a genuine guarantee of the product's quality, or does it appear to be more of an advertising device? Why do you think so?
14. How would you rate this warranty? Excellent Good Fair Poor
15. What improvements would you like to see made in the warranty?

Topic: Warranties

Objective: Compare warranties for different brands of similar products.

Activity:

1. Choose a particular product and obtain warranties for three different brands.
2. Compare the warranties for similarities and differences.
3. Determine what terms are of value to the consumer. What may be limiting? Is there anything emphasized in large print? small print?
4. Consider the warranties in light of the price and store selling the product. Compare and determine which is the better buy.

Topic: Taxes

Objective: Correctly define terms related to taxes.

Activity:

1. Prepare "Bingo" cards using TAXES as the heading and marking a FREE space in the center. Have students place any 25 of the 30 answers from the questions and statements cards on the bingo cards in different spaces.
2. Paste the question and answer cards on poster board, an old deck of cards, or laminate them, cutting if necessary to form a deck.
3. Using corn, buttons, or beans, play as Bingo. A traveling prize [to be held by the most recent winner] may be used.

Cut apart and paste on poster board or old deck of cards, etc.

"Taxes" Bingo Statements and Answers

You may have to produce these if an item on your return is questioned. RECORDS	What type of tax is the easiest way for a government to get revenue? SALES TAX	How long should one allow for an income tax refund? 6 WEEKS
If you pay your tax by check you should put your _____ on the check. SOCIAL SECURITY NUMBER	Prices rise in a period of _____. INFLATION	What is the long form for filing income tax called? 1040
Employers must furnish the W-2 forms by the 31st of _____. JANUARY	Calendar-year taxpayers must file their returns by the 15th of _____. APRIL	Willful avoidance of paying taxes is called _____. EVASION
To what government department do we pay our taxes? IRS	Is personal income tax a direct or an indirect tax? DIRECT	What is Schedule A used for? ITEMIZED DEDUCTIONS
In this role you pay your fair share of the cost of the government. TAXPAYER	One who overpays his taxes gets this. REFUND	Income on which a person must pay taxes is called _____ income. TAXABLE

Statement and Answer Cards (cont'd.)

What is the tax imposed on products brought in from foreign countries? DUTY	Listing each deduction separately is known as _____. ITEMIZING	The form that is used to report the amount of salary or wages withheld as taxes is the _____ form. W-2
The short tax form is also known as the _____ form. 1040A	What does FICA stand for? FEDERAL INSURANCE CONTRIBUTIONS ACT	The money a person receives for his work or from investments is called _____. INCOME
Your tax _____ is the amount of tax you must pay. LIABILITY	_____ contributions are deductible. CHARITABLE	_____ is unearned income. INTEREST
Every taxpayer is entitled to at least one personal _____. EXEMPTION	For each _____ you have, you may claim one exemption. DEPENDENT	Gross income minus certain adjustments is _____. ADJUSTED GROSS INCOME
The cost of eyeglasses is a deductible _____ expense. MEDICAL	_____ places the responsibility for filing an income tax return on you. VOLUNTARY COMPLIANCE	Yur social security number is also your _____ _____ number. TAXPAYER IDENTIFICATION

Topic: Being Ethical

Objective: Identify ethical responsibilities of consumers.

Activity:

1. Have students read the situations on the following page "IS IT ETHICAL?"
2. Have students role play the situations.

Discussion questions:

a. Who was being unethical in each situation?

b. What unethical behavior was the person displaying?

c. Why is the behavior unethical?

d. What affect do unethical practices have on a person's reputation?

e. How do unethical practices affect other persons not directly involved?

f. What are the advantages of being "ethical?"

IS IT ETHICAL?
(Case Studies)

Role play one or more of the following situations and discuss.

1. Tom bought an expensive sweater at one of the leading clothing stores in town. He washed it in hot water by mistake along with his other laundry. He hated paying so much for a sweater he wore only once and ruined. Tom took the sweater back to the store and told the salesman he'd followed washing instructions but the sweater was damaged. The store replaced Tom's sweater with a new one.

2. Susan Collier is applying for social security now that she is 62. Since her husband died two years ago, she has been living on the money from her husband's insurance and interest on the savings they had accumulated. Susan must report any income she is now receiving in order to establish what she will receive. She doesn't think it's any of their business so has withheld the fact that she gets interest from a large savings account and receives $50 a week for babysitting with a neighbor's child.

3. Alice bought an outfit she had been looking at for some time. She was attending a special party at her employer's home and wanted something special to wear. She knew she couldn't afford an expensive dress and jacket and that she wouldn't be able to pay her monthly bills if she kept the outfit. She decided to wear the outfit to the party and then return it to get her money back. She figured it could do no harm. The store could simply resell the dress and no one would know.

4. Glen is a sales manager and buyer for a large department store. He was busy preparing for the biggest sale of the year. When he was checking on arrangements, he particularly noticed the perfume that should bring the store a large profit. He was well pleased when he remembered his large purchase of perfume similar to a well-known name brand. Even the name of the perfume was almost the same. Glen was sure the customers would think it was the name brand of perfume.

5. Andy is a handyman who repairs many different items for the people in the small town where he lives. He recently did a job for a new family in town. They asked him to repair a stereo and to bill them for parts and labor. Andy found that all it needed was a good cleaning and a new needle, but he changed the tubes and a few other parts. He figured the family was mainly interested in having the stereo play well and they seemed to think there was a lot wrong. He saved the old parts to use later when he needed them.

(Case Studies reprinted with permission from Adult Roles and Functions. West Virginia Board of Education, 1980.)

Topic: Fraudulent Practices

Objective: Identify grievance procedures for a variety of fraudulent practices.

Activity: 1. Have students read the attached case studies. [You may want students to role play or pantomime the situation].

Discussion questions:

a. What is the fraudulent practice?

b. What are some possible ways to deal with these practices?

c. How can fraudulent practices affect a business or personal reputations?

d. How can one avoid being "set up" for a fraudulent practice?

Note: Have students identify some personal experiences involving fraud.

WHAT IS A FRAUDULENT PRACTICE?
(Case Studies)

1. Jane needed a new muffler for her car. She chose a repair shop from the telephone directory and called for an estimate. After hearing what she needed done, the mechanic told her that the muffler would cost $40. Jane thought this sounded reasonable so she left her car to be repaired. When she returned later to pick up the car, she was shocked to find the total bill was $96. She was told the $40 estimate covered only the cost of the muffler. The total bill included installation fees, service fees, and special problems, which brought the bill to $96.

2. Bill needed a new coat. One day he saw an advertisement in the newspaper stating that a well-known name brand of coats was on sale at a local men's clothing store. Bill arrived at the store to learn that the coats were "sold out." The salesman then tried to persuade Bill to buy a more expensive coat.

3. While shopping Fred saw a sign in a drug store window which read, "New Scientific Breakthrough! Restore Lost Hair!" Fred went in and examined the display. According to the package directions, the use of this new miracle drug could help to cure baldness or restore lost hair. Fred decided to try it, but after six weeks he could see no significant change in the condition of his hair.

4. Carolyn just received her fourth and "final" notice in the mail asking for immediate payment for the records she received in the mail several months ago. She is really upset because the notice states that if the amount of $19.95 is not received within 30 days, the case will be turned over to a law firm. Carolyn did not order the records and doesn't feel that she owes anything. She also knows it would cost a lot of postage to return them, but now she's really scared.

5. Joan trusted the salesman who came to her home every month. He was always nice and she had purchased a few things from him in the past. One day he brought her a set of pots and pans as a free gift, explaining that she was a preferred customer. She was pleased with the gift and signed the acceptance receipt the salesman gave her. She learned later that she had signed a retail installment contract. It contained terms for ten monthly payments of $12.95 each and a final payment of $15.20, making the total cost $145. To make matters worse, Joan discovered that same set of pots and pans costs $69.95 at a local department store.

(Case Studies reprinted with permission from Adult Roles and Functions. West Virginia Board of Education, 1980.)

A-73

Topic: Letters of Complaint

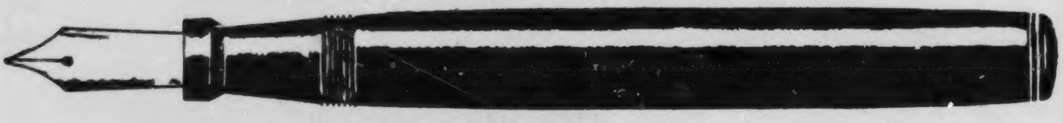
Objective: Write a letter of complaint expressing dissatisfactions with a product.

Activity:

1. Review the format of the letter using the handout "Express Yourself". (attached)

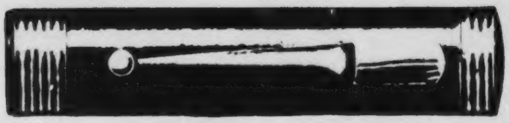
2. Using the handout "Express Yourself", have students each write a letter of complaint about something with which they have been dissatisfied. If possible, have students actually mail the letters and share their response with the class.

Express Yourself



WRITING A LETTER OF COMPLAINT

1. Explain the problem briefly and carefully.
2. State when and where you bought the item or arranged for the service.
3. Explain how the purchase is defective.
4. List the steps you have already taken to solve the problem.
5. Give as much specific information as possible, including style numbers, catalog numbers, order numbers, etc.
6. State what you believe should be done about your claim.
7. Keep a copy of your letter.
8. If you write a second letter, include a copy of the first letter.



Topic: Consumer Decisions

Objective: Become aware of the consequences of consumer decisions in relation to energy conservation.

Activity:

1. Prepare enough copies of the handout Impact Network so that each student may have one. (attached)

2. Write one term or phrase related to energy use and conservation in the center wheel on each sheet. Some suggestions are: wood stoves, recycling aluminum cans, mass transit, ban on disposable paper products, more use of bicycles, multiple family dwellings, earth homes, mini-computers, microwave ovens, green houses.

3. Divide students into groups of 4 or 5, and give each one an Impact Network with a different term. Each group should fill in the other circles with people, places, activities, or products which would be affected by the term in the center.

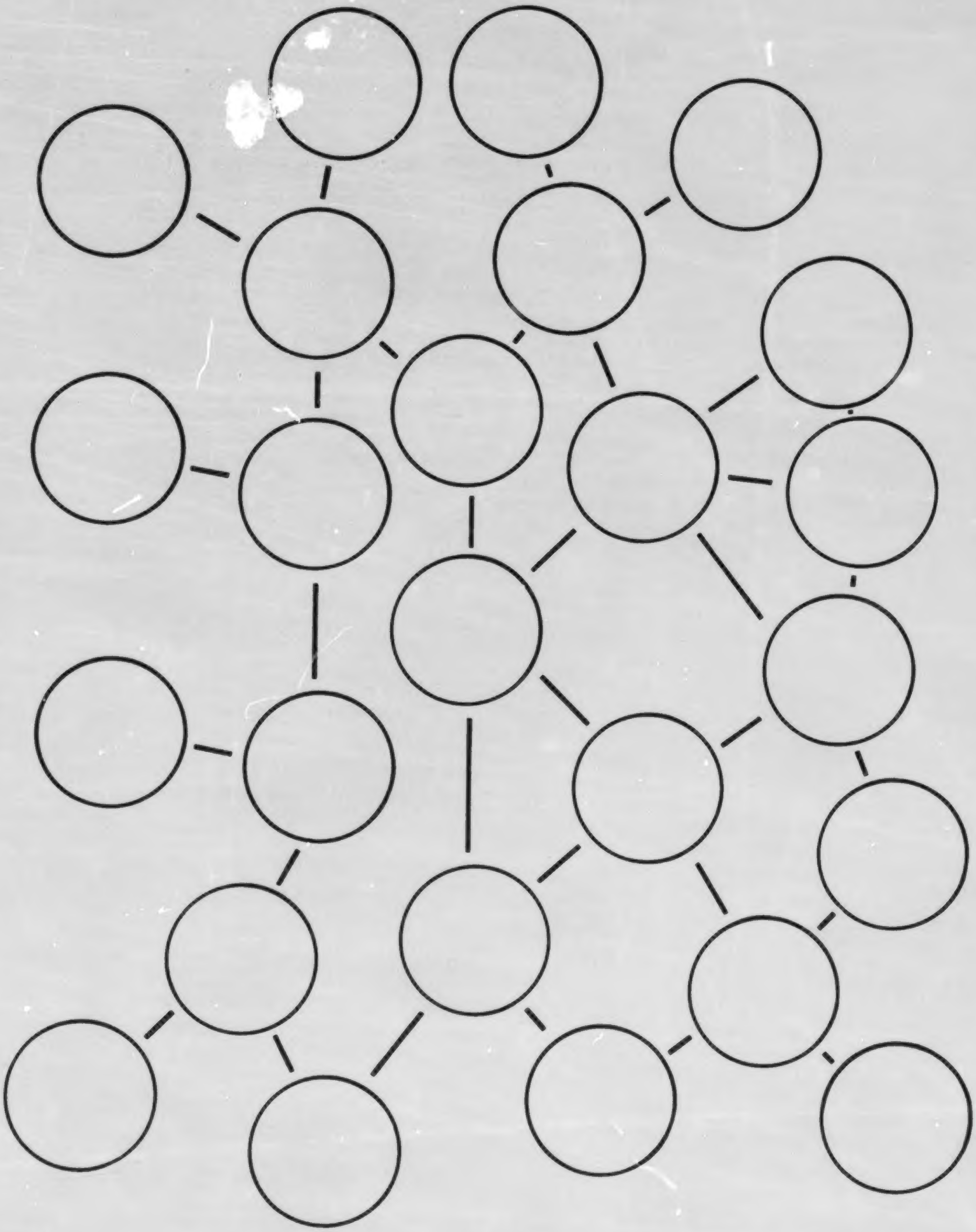
   For example, some of the circles around "wood stoves" could contain new factories, more house fires, business for tree farmers, more housecleaning needed, etc. Students might try to make these into chains. "More house fires" might lead to "higher insurance rates" might lead to "greater demand for fire or smoke detectors" might lead to "more jobs in making protection and alarm devices," etc.

4. After groups are finished, compare the ideas and help students arrive at generalizations such as:

   - Each major change in a consumer or a buying practice has an impact on a wide range of other things.

   - Considering the implications of a change can help consumers decide whether the change is desirable or not.

Impact Network Worksheet



Topic: Human Sexuality--Pregnancy

Objectives: Examine feelings and attitudes toward sexuality and their relationship to behavior.

Analyze how individuals communicate and interpret communication about human sexuality.

Activity:

1. Divide the class equally into five groups, each representing one of these individuals.
    - a. a 15-year-old girl
    - b. the 15-year-old girl's mother
    - c. the 15-year-old girl's father
    - d. the 15-year-old's girl friend
    - e. the 15-year-old's boy friend
2. Give each group a situation. [attached]
3. Have each student first write their response to each situation.
4. Role play the conversation between the girl and each of the individuals using written responses to the situation.
5. Evaluate the conversations by discussing:
    - a. Why responses were similar or different with each individual.
    - b. How the information was presented and received differently by each individual.
    - c. The feelings individuals experienced while role playing the situation.

PREGNANCY SITUATION

	Situations
15-year-old girl	You are a sophomore in high school and you are pretty sure you are pregnant. Write how you would make this announcement to each of the following: --your mother --your father --your boy friend --your best girl friend
15-year-old girl's mother	Your daughter has just announced to you that she thinks she is pregnant. Write what you would say to her.
15-year-old girl's father	Your daughter has just announced that she thinks she is pregnant. Write what you would say to her.
15-year-old girl's boy friend	Your girl friend has just announced to you that she thinks she is pregnant. Write what you would say to her.
15-year-old girl's best girl friend	Your best girl friend has just announced she is pregnant. Write what you would say to her.

Topic: Lifestyles

Objectives: Identify a variety of life styles.

Explain the life style most and least desired in the future.

Activity:

1. Have students read the life style samples.
2. Discuss, using some of the following guide questions:
   - a. What are some factors that influence a life style?
   - b. How do you think those persons in the samples attained their life style? Did they plan it? Was fate the determinant?
   - c. How might your life style change as you mature or grow older?
   - d. What are some possible ways to prepare for your desired life style?

Note: Have students write about the life style they would like to have in 5, 10 and 15 years from now. Have them describe how they plan to attain that lifestyle. e.g., go to college, move, work double jobs.

Life Style Sample 1

You live in a large city and work as an assistant to a senator. Your job pays well. Your spouse lives 2,000 miles away in a large city and is head of a management firm. Your spouse's job pays as well as yours. Each of you maintain an apartment. You take turns flying every other weekend to see each other.

Life Style Sample 2

You live in a suburb of a large city. You own a lovely, large home and stay at home with your three preschool children. Your spouse travels world-wide as an interpreter for an international manufacturing firm. Your spouse earns an excellent salary. Your spouse is home one full week out of four.

Life Style Sample 3

You and your spouse have put all your savings into a bakery in the small town in which you live. The business is beginning to show a slight profit but the two of you must work six days a week as you must do all the baking, maintenance, clean up and cannot afford to hire other employees at this time. Your two children are in grade school.

Life Style Sample 4

Your spouse had two children by a previous marriage and you had one. The children are in high school and live with the two of you. It is necessary that you both work in order to make house payments and put a little money aside for the children's future. You work in the bank and your spouse at a paint store. Your income covers expenses and allows a $50 monthly savings.

Life Style Sample 5

You are a single parent living in a small one bedroom apartment with your preschool child several miles from your home town. You work in a restaurant and barely make ends meet as you receive no child support and must maintain a car to get to and from work. You are very busy with your child, job, and the apartment.

Life Style Sample 6

You have chosen to remain single and live alone in an apartment. You work as a salesperson and spend much of your working hours traveling for an insurance company. You have an excellent salary. You spend time jogging and reading.

Life Style Sample 7

You and your friend have been sharing an apartment for two years in a large city. You work for a book publisher and your friend is a social worker. Both of you earn an average salary. Both of you attend many of the cultural activities available in the city.

Life Style Sample 8

You and your spouse are of different races. You live in a condominium in a large city. Both of you work for the same shipping firm. Your combined salary is excellent. Your two children are enrolled in private schools.

Life Style Sample 9

You have recently been divorced. Your spouse has custody of your two preschool children and you have visitation rights every weekend. You changed jobs and moved in with your parents, 50 miles from your children. Your income has been reduced because of paying child support and change of job.

Topic:	Relationship with Others--Problem Solving
Objective:	Use problem solving techniques to resolve given examples of married couples
Activity:	1. Have students resolve the following situations using one of the problem solving techniques: a) compromise, b) one party gives in, c) appeal to another to decide, d) mediation-third party helps identify the issue. 2. Have students share the solutions using the different methods.

Conflict Situations

A. Patrick and Ann both intend to work after marriage. He agrees that he will do any and all major household chores and he says he doesn't mind shopping. But he has told Ann clearly that cooking, dishes, laundry, and day-to-day cleaning are just not his thing. "I would prefer to see you with a part-time job or no job at all than promise to do things I find distasteful," is the way he puts it.

Ann says it's simply unrealistic for her not to work and that the routine jobs are eighty-five per cent of the work in any household and he really ought to do his share. "Where is it written that woman must always be saddled with the dumb stuff?" Who is right?

B. The only thing that bugs me about my fiancé is that he makes no plans. When he calls, the second sentence out of his mouth is always "What do you want to do?" I'll say, "I don't know" and we waste thirty minutes floundering around and end up irritated and doing nothing.

I think it's the man's responsibility to think up things and make definite suggestions and plans. He says there just aren't that many things he likes to do, and that I like to move around too much. I'm afraid his attitude could make for a lot of boredom in marriage.

C. Every year at Christmas and Thanksgiving time, there's the problem of whose family to spend the holiday with. Each set of parents firmly believe that the couple should be with them, especially when they don't live in the same area as their families. How can a couple solve this problem?

D. One area that we have more fights about than any other is religion. I don't exactly see myself as a holy roller, but my faith in God is important to me. So is my attendance at Mass on Sunday. Joan feels that going to Mass on Sunday is an outdated hang-up of mine. She mocks my going as well as my trying to get her to go with me. I feel we should both be going, especially with a baby on the way. How can we solve this dilemma?

E. Sue and Tom have been married for two years. They are both employed but are planning on Sue quitting when they decide to have a family. She does not feel that they can have a family because the budget would be very tight, if she were not working. They have already purchased a home and have two vehicles. Money is one of the main conflicts in their marriage. How can a young couple today solve this problem so that they can achieve all the goals they have in mind?

Topic: Crisis Situations

Objectives: Analyze personal feelings and adjustments towards "leave-taking" situations during a lifetime.

Activity:

1. Share "Leave-taking Information Sheet" with students. Have students identify some personal leavetaking experience.
2. Then have students complete "Leavetaking" worksheet. (attached)

LEAVETAKING INFORMATION SHEET

BIRTH	Life's first trauma. Methods are being used to ease the trauma---softer lights, gentle handling, different birthing positions for the mother.
1st DAY OF SCHOOL	A difficult day for family and child. Many times this early leavetaking is not acknowledged and can leave a life-long hurt.
1st LOSS OF A LOVED OBJECT	Because the object seems trivial to others, they don't recognize the pain it can cause a person. This is particularly true in the case of a child losing a very special object.
MOVING	Leavetaking stress occurs even when we thought we didn't like the house or the town.
LEAVING A JOB	Many people develop high levels of stress because they can't face leavetaking of a job. Being fired from a job may be even more shattering to a person.
MARRIAGE	It means leavetaking of your youthful freedom. Many people fall into a marriage that shouldn't have been because they couldn't bring themselves to break a relationship, and of course may end up with another leavetaking of divorce or separation.
DEATH OF A LOVED ONE	We see the forshadowing of our own end. Many times our own self-pity overpowers our ability to show real grief for the deceased one.
FADING OF GOOD HEALTH	At some point the body begins to slow down, and we must readjust to the loss of vim and vigor that was once present.
RETIREMENT	Our society doesn't look upon retirement as entering a new phase of life, but rather it conveys an attitude of being unwanted. A healthy maturing process involves the shedding of roles no longer needed and the taking of new roles.
DEATH OF SELF	The final "Goodbye". How others have handled their earlier leavetakings will determine how they will handle death. How you have adjusted to earlier leavetaking events in your life will set the stage for your own acceptance of your death.

LEAVETAKING WORKSHEET

One way of finding out where YOU stand on the scale of LEAVETAKING is to work through the following steps:

What if your best friend broke off your friendship? To what lengths would you go to repair the relationship?

Would you give up anything or change everything?

If you couldn't mend your differences, how long would it take for you to form a new friendship?

Now think of others who aren't as close to you, and work through the same questions.

Having looked at different levels of leavetaking, where are you most affected?

Are you too attached to some people or situations which may not allow you to develop your POTENTIAL?

SELF UNDERSTANDING WHICH IS THE RESULT OF THIS ANALYSIS HELPS IN YOUR ABILITY TO PUT LEAVETAKING INTO PERSPECTIVE.

Topic: Handicapping Conditions

Objective: Recognize and experience some possible frustrating situations encountered by persons with various handicapping conditions.

Activity:

1. Direct students to work in groups or pairs simulating the suggested handicapping situations, filling in the attached worksheet as they proceed.
2. After the activity is completed, direct a class discussion using the "Special Needs" discussion guide below.

--SPECIAL NEEDS PERSONS SHOULD BE TREATED...

--WHEN HIGH FRUSTRATION LEVELS CAUSE A SPECIAL NEEDS PERSON TO BEHAVE ABNORMALLY, OTHERS SHOULD...

--FROM PARTICIPATING IN THE HANDICAPPING ACTIVITIES, I HAVE BECOME MORE AWARE OF...

--I CAN NOW APPLY WHAT I HAVE LEARNED TODAY, SUCH AS...

SPECIAL NEEDS WORKSHEET

As you actively participate in each of the following HANDICAPPED SITUATIONS, TRY TO KEEP IN TOUCH WITH YOUR FEELINGS. After each activity, fill in the amount of space that indicates the amount of FRUSTRATION you experienced.

	LOW FRUSTRATION	MEDIUM FRUSTRATION	HIGH FRUSTRATION
SIGHT HANDICAPS			
1. Place plastic food wrap over your eyes and read small print			
2. Now read large print			
3. Blindfolded, identify coins in a pile of change			
4. Blindfolded, have a friend lead you to a familiar place in the room.			
5. Blindfolded, go to that same place all by yourself.			
FINE MOTOR SKILLS HANDICAPS			
1. Wear large heavy gloves and set a table and pretend to eat.			
2. With a glove on, write a message as neatly as possible			
3. With a glove on, get money in and out of a wallet.			
4. With gloves on, zip up a coat.			
HEARING IMPAIRED			
1. Have your friends talk to you without using their voice. They should not exaggerate. What did they say?			

Topic: Coping with Crises

Objective: Identify positive and negative outcomes of different crises situations.

Activity:

1. Share with students the following information:

   - Researchers have found that successful families coping with crises continually communicate among themselves.
   - Families that talk crises over survive because they are able to work out a rational explanation rather than their living with guilt producing nightmares.
   - Research has evidence that shows when families look at crises as being survivable, they gain strength to solve or adjust to the problem.
   - Studies show that successful crisis facing families were ones that could seek advice from friends, relatives, and community agencies.
   - Families that have survived a crisis have gained insight into the mastery of difficult problem solving, and carry with them the attitude that they are a family that can rise to the occasion.

2. Read students the following quote and explain its meaning:

   "Two men look out through the same bars,
   One sees mud
   One sees stars."

   Unknown Author

3. Give students the following crises and have them identify the "MUD" and "STARS" of each.

Crises Situations

a. The factory just closed - Dad is out of work. -
b. Teenage unwed pregnancy - The oldest daughter. -
c. Sudden Infant Death. -
d. Mom becomes wheelchair confined. -
e. You are involved in a collision with the good family car. It is totaled. -
f. Dad takes a job transfer - You move far away from present community. -
g. Parents become divorced. -
h. Someone else gets the lead role in the class play. -
i. Your best friend goes to the dance with the person you wanted to go with. -

Topic: Values, Goals, and Lifestyles

Objective: Describe trade-offs among personal values; personal, family and career goals; and the satisfactions a person gains from a career.

Activity:

1. Have students read the situations on "That's Life." (attached)
2. Have students determine the conflicts in values and/or goals in each situation.
3. Instruct students to complete each situation and describe the trade-offs made and the satisfactions the person would gain from the career.

Note: This activity could be used in Adult Living or Consumer Education.

THAT'S LIFE
(Case Studies)

1. Bud is a hard working father of two children. He and his wife Mary have a lovely home but he is seldom home to enjoy it. Bud is 33 and has always heard that to really reach the top, men must really move ahead by the time they are 35. Bud thrives on the competition and keeps telling Mary that if they hold on a little longer to the frantic schedule, he may make it yet. Mary isn't sure it's worth it. What good is having all the things money can buy if she and the children never see him? Besides, she has seen what has happened to the marriages of his business associates. The children don't seem to pay that much attention to whether he's home or not. This concerns Bud when he stops to realize what is happening.

2. Sally gave up a promising position when she and Bill got married. They both wanted children right away and hated the thought of the hassle with child arrangements. Now Sally is finding that taking care of three young children isn't all it's cracked up to be. She loves the children and wants to be there while they are small, but she realizes that she is getting away from her job so far it will be hard to go back. She sometimes thinks of the ground she is losing--her friends who are still there have had several promotions since she left. If she ever goes back, she'll be running errands for them.

3. Henry went into business with his dad when he got through school. In fact, he dropped out of college in his last year because of his dad's poor health. Henry had worked there since he was just a kid, so he was able to pick up the reins of their wholesale business fairly well. He enjoys meeting people and likes the responsibility. The business has prospered and he clears enough so that he and Connie live quite comfortably. His parents also reap the reward of what his dad worked so hard to get started. Now, after 20 years of this, Henry feels rather strangled with the responsibility and being constantly tied down. He wishes he had had the chance to do something else for a while. He doesn't feel as if he can just walk away from such a profitable business, but there is no challenge left. He has faced them all.

4. Nancy fell in love with Jack when they were both in college. When Jack finished his pre-med, they got married. Nancy quit school and went to work. Med school is a long, expensive proposition and her salary would help. She worked all the time that he was in school and getting established in practice. She quit her job when Jack accepted a position in a health clinic and they had to move. They have bought a house but Nancy finds all the decisons about furnishings are hers. She likes being able to be home to do all the things she always associated with homemaking, especially after having to try to keep their household running some way after putting in a full day's work. Jack never had any free time at all in school to help. She takes great pride in the fact that she was able to help Jack finish school, but feels as if she has lost her own identity since she is constantly introduced as "the new doctor's wife."

5. Sam is a construction worker and earns good money when he works. The problem is that he must be away for several months at a time when he is on a job. Then there are times when no construction is going on. He enjoys the activity--he knows he couldn't stand being confined in an office. It gets tough sometimes in some of the weather they have to work in. His first marriage broke up. His ex-wife said Sam was gone too much. He remarried last year. His present wife, Anne, understands about his work. They live in an apartment while they build a house--how soon they finish it depends on how much time Sam has between jobs. Anne works in a bank. She decided to continue work after their marriage. Anne didn't want to follow Sam on the job and live out of a suitcase all the time, but neither of them like being separated when he is working.

6. Marti loves her job but finds that she is exhausted at the end of the day. Harold's job is equally as interesting. Although he arrives home in better shape than Marti, he nearly always carries something home to finish. Their evenings might be described as dull by most people and they tend to do the absolute minimum housework within the apartment. They really hate for people to drop in on week nights--everything is always such a mess. Neither feel like doing anything about it though. Saturday is a short work day, so they manage to whip their apartment back into some semblance of order. They usually don't feel like going anywhere on Saturday night after this. They are more likely to fix popcorn and sit around and read or watch TV. They do manage to see friends and family on Sunday. They like people and sometimes think that maybe they should pay more attention to their social life. If they have an invitation during the week, they still decide they would rather stay home.

7. Ted Moore is bored with his factory job but earns good money and can forget the job when he goes home. He and his wife Jane have three children so the money is important. Jane is a cashier at a supermarket. She enjoys seeing people but gets tired of being on her feet all day. She is also glad to be able to forget the job when she goes home. The children are now in junior and senior high school. The children have lots of school expenses but are good about helping around home. Janie and Tom usually have dinner started when Ted and Jane get home. Jeff cleans the kitchen after dinner. The Moores always have some family projects going--working on the boat or sometimes they just play games. They have fixed up the basement as a family project. Nearly every evening one of the children's friends or one of Ted and Jane's friends drop by. They all enjoy this even if things get a bit noisy at times.

8. Karen is a typist for a small manufacturing company. Since the office is near the production area, the noise level is high enough that it bothers the other typists. The noise does not interfere with Karen's work. She has been deaf all her life. What she doesn't like is the hours and location. She has to be on the job at 7:00 a.m. and the bus ride to get there takes 45 minutes. Since she likes to stay up late and is really pretty sluggish early in the morning, getting up so early presents a real problem. Still she likes the people she works with and earns more than she might elsewhere. For these reasons, she has stayed with this job longer than she has any previous job.

9. Harold shut the alarm off and called his wife Janice before going to put on the coffee. Jancie was up a couple of times with the kids during the night so is sleepy this morning. She hates having to go to work this morning. Five-year old Hank has a bad cold so she will have to call Mrs. Morgan to come stay with him today. Then she will drop Mike off at nursery school on the way to work. Janice's neighbor picks Mike up at noon and usually gets Hank from the kindergarten at 2:00 p.m. Child-care services get expensive and they can't trade services with neighbors. Harold and Janice decided it would be better to do this so Janice could continue with her job. She is in a highly competitive business and they know being out of the job market for several years would really hamper her advancement. As it is, they have heavy expenses for child care and other household help. They would be as well off right now if Janice stayed home, but she will have a much better position in five years if she continues on the job now. Even so, she hates to go to work when one of the kids is sick. She knows Hank is not seriously ill, but feels a little guilty leaving him today.

"Life Situations" reprinted with permission from Adult Roles and Functions. West Virginia Board of Education, 1980.

Topic: Attitudes Toward Parenting

Objective: Compare how different parents view parenting.

Activity:

1. Have students interview parents with different life styles, ages and situations using the "PARENT INTERVIEW" (attached).

   Students should ask permission of the interviewed parents to share this information in class (no names will be used). Talk to students about confidentiality and its importance.

2. Have students gather data and share information in class. Results could be tabulated on the board for similarities and differences.

"PARENT INTERVIEW"

1.	AGE	MARRIED	SINGLE	REMARRIED
Mother				
Father				

2. Ages and sexes of children in the family.

_______ _______

_______ _______

_______ _______

_______ _______

3. Does the family live together? Does anyone else live in the home?

4. Do both parents work?

Mother _____ yes _____ no Why? ______________________________

Father _____ yes _____ no Why? ______________________________

Type of job(s), hours?

Do you use child care services? ex. daycare, babysitter, etc.

5. What were your reasons for having children?

6. Did your lifestyle change after having children? How?

7. What challenges in parenting have you had?

8. Has your concept of parenthood changed since having children?

9. What are some of the positive aspects of parenting?

10. What are some of the negative aspects of parenting?

11. What differences do you see between the role of a father and a mother? Explain:

12. What real joys and satisfactions have you experienced as a parent?

13. How did you learn to be a parent?

14. Name any resources that have been helpful with parenting problems. (e.g., people, organizations, literature.)

Topic: Family Planning

Objective: Identify voluntary and involuntary reasons for not having children.

Activity:

1. Have students mark the following statements with a "V" if it is a voluntary reason for not having children or "I" if it is an involuntary reason for not having children.

____ involved in a career
____ blocked fallopian tubes
____ alcohol abuse
____ obesity
____ concern for population problems
____ prefer a childless lifestyle
____ tension and anxiety
____ glandular malfunctions
____ inadequate sperm production
____ unprepared for the responsibility of children
____ genetic incompatability
____ vaginal tract acidity
____ concern for world problems
____ unsuited for parenthood
____ environmental conditions
____ veneral diseases
____ malnutrition
____ think children are a nuisance

Discussion questions

a. What are the advantages and disadvantages of having children?

b. If one person in a relationship wants children and the other doesn't, how could this affect their relationship?

c. What kind of social pressures are there to have or not have children? family pressures?

Topic: Responsibilities of Parenthood

Objectives: Discuss the importance of educating parents for parenthood.

Become aware of the importance of learning about children.

Activity:

1. As an introduction to the responsibilities of parenting have students complete the pretest. (attached)
2. Discuss the pretest questions. Answers are all true except #12, 23, 24.
3. Brainstorm: "What are your concerns of parents and parenting." List concerns on the board.
4. Give each student five pieces of paper, have students write an important trait of a good parent on each piece. Have students remove the least important trait until each student has only one most important trait left. In small groups, have students discuss the trait they chose as most important and why they chose it.

*Note: A bulletin board can be made with the title "When I become a Parent". Have students write statements about themselves to be put on the bulletin board.

PARENTING PRE-TEST

Directions: Answer the following questions true or false.

1. The birth rate is still increasing among the teenage population.
2. Pregnancy is the leading reason teenage girls drop out of high school.
3. One out of five babies is born to a teenage mother.
4. Maternal death rate is higher among teenage mothers than those in their twenties.
5. The infant mortality rate is higher and birth defects more common among mothers under twenty.
6. Prolonged labor and birth complications are more common with teenage mothers.
7. Only one in four teenage marriages survive.
8. Teenage mothers who keep their babies are likely to be the head of a single parent family for at least part of their childrens growing years.
9. Males may need to accept major roles and responsibilities in relation to parenthood.
10. Abuse and neglect of children often result because of inadequate preparation for parenthood.
11. Ninety percent of child abusers were abused as children.
12. Children always help bring a couple closer.
13. Children should understand that when they misbehave, you dislike their behavior but you still love them.
14. Discipline is setting and sticking to standards of behavior as well as educating.
15. A couple who has a sense of closeness and direction in their marriage is more prepared for parenthood than a couple who has marital problems.
16. The role of a child care worker requires a positive and thoughtful way of working with children.
17. When babies need attention, they will not wait patiently.
18. Having a baby too early in a marriage can strain the relationship of the couple.

Parenting Pre Test (cont.)

19. Inherited traits such as eye color, sex, hair color, and body type are established the moment of conception.

20. Most healthy women feel good throughout their pregnancies with proper diet, rest and exercise.

21. A pregnant woman that drinks regularly runs a high risk of harming the fetus because the alcohol is absorbed into the blood and can pass into the body of the fetus.

22. Babies develop in a head-to-toe direction; they can hold their head up before grasping with their hands.

23. Babies cannot communicate in infancy, therefore it is silly to talk to them.

24. Babies grow and develop at a predictable rate therefore charts are available to determine if your baby is developing normally.

Topic: Parental Responsibilities

Objective: Identify responsibilities of parents to their children.

Activities:

1. Brainstorm ideas for: "Parents' Responsibilities to their Children"

2. Divide the class into three groups. Provide each group with a case study. (attached) The groups should read the case study, react to the questions individually then discuss the case with their group. Select a recorder for each group to summarize the discussion.

3. Have students plan a role play situation for their case study.

4. Summarize the case study and group discussion then role play the solution. Involve the class in a general discussion of each case.

5. Have students prepare a written paper outlining the responsibilities of parents to their children and how these responsibilities change with the age of children.

Case studies adapted from: CASEBOOK OF MARRIAGE AND THE FAMILY, Churchhill J. Weston Walch, Publisher

PARENTING CASE STUDY #1 Jenny and Jason

Jenny and Jason thought of themselves as a liberated couple who lived "the good life". They worried little about convention and enjoyed themselves. Jenny sometimes wondered whether their relationship might be more meaningful if they spent more time just talking together, but Jason enjoyed their life style as it was, so she hesitated suggesting any changes.

Their life was good, she admitted, just the way it was. The two paychecks they received gave them enough income to do pretty much as they wanted.

Most nights they went out either by themselves or with another couple. Friday nights were pretty much reserved for parties with their many friends. Often they left town for the weekend and returned late Sunday night.

When Jenny became pregnant it caused no immediate change in their lifestyle. Jason seemed neither pleased nor upset at her announcement. As her pregnancy advanced though, Jenny began to find the late evenings less enjoyable than before.

Finally, one evening at dinner she suggested to her husband that they stay home in the evening. "Really, Jason," she said, "I'm just beat every morning. Let's stay home tonight and turn in early. I guess being pregnant is taking more strength than I realized."

"Gosh, I'm sorry you don't feel good," Jason said. "Why don't you stick around home and get some rest? I'll go out for a while with some of the guys and maybe bowl a few games."

That wasn't what Jenny had in mind but she agreed. Then, to avoid being left behind another evening, she made no further mention of her lack of energy. Instead she bought a bottle of vitamin tablets at the drugstore and returned to the old schedule.

When Jenny went for her doctor's check-up in the seventh month of her pregnancy the doctor was almost harsh. "If you want to kill yourself that's one thing," he told her. "But you have no right to risk hurting your unborn child. You're run down and anemic. You're trying to burn the candle at both ends and it won't work." He gave her a shot for anemia, prescribed some extra vitamins, and told Jenny to return in two weeks.

That evening, Jenny explained the situation to Jason. He was concerned and at once suggested they stay at home that evening. Jenny was delighted, but her delight was short-lived. Instead of reading or talking Jason spent the evening fidgeting and pacing restlessly around the house. It was the only evening he spent at home.

After Jason, Jr. was born, Jenny expected her husband's attitude to change. It didn't. He still went out with their friends and found it difficult to understand why Jenny was unwilling to turn the baby over to a sitter.

"He's too young," Jenny would protest.

"OK, but don't expect me to give up my freedom just because you got pregnant."

[con't.]

After Jason had again left the apartment Jenny sat holding their baby and wondered when her husband would finally begin to accept some of the responsibility they must share if their son was to have a happy, well-rounded life.

QUESTIONS FOR DISCUSSION

1. What are the problems this couple faces?

2. What solutions would you suggest for their problems?

3. Is it basically the duty of the mother to provide for the rearing of children? Explain.

4. Should parents have to give up their freedom to care for children?

5. Why is it important for a father to spend time with his children from an early age?

PARENTING CASE STUDY #2 Linda and Charles

Linda had always talked to Charles about her desire to raise a family and care for her children. Charles liked children and loved Linda, so any plans she had were fine with him.

"What I would really love," she said one evening just before they were married "is to own a big old farmhouse in the country and have about a dozen kids".

Charles laughed and suggested that a medium-sized house in town with three or four children would be great. "If I can't have a dozen, three or four is fine. If I get the mother hen urge, I can always invite the neighbors' kids in for a party".

Charles pretended to groan but secretely he was pleased at Linda's love for life and desire to do good things.

Immediately after they were married, Charles and Linda started saving toward the down payment on a house. They could not put aside much, but every month they budgeted a small amount for savings. Several times they went house-shopping on weekends. They could not yet buy, but they were anxious to get an idea of prices and payments to decide which areas of town suited them best.

Just six months after their wedding, Linda met Charles at the door when he arrived home from work. Her eyes were aglow with delight. "Guess What?" she demanded. Then, unable to contain her happiness, she answered her own question. "We're pregnant."

That evening they went out for dinner to celebrate. Three months later, Charles was seated at the side of a hospital bed where Linda lay pale and crying. She had just miscarried.

"Don't worry, Linda, We'll have children. These things sometimes happen."

But Charles was wrong. When Linda failed to become pregnant again they consulted their doctor. His sad news was that Linda would probably never have children. For days afterward, Linda seemed to live in a world of her own. Then on Sunday, she made a suggestion. "Darling," she began hesitantly, "could we adopt a baby?"

"You know," Charles replied, "I've been thinking about the same thing. It sounds great."

The look on Linda's face told Charles he had said the right thing. Actually the idea of adoption did not really appeal to him at all, but he could not deprive Linda of the child she so terribly wanted.

Linda could hardly wait until the next day to begin checking adoption requirements. Both she and Charles were amazed to discover the amount of effort required of them and of others to determine whether or not they were eligible to become adoptive parents.

As weeks became months and still the talks and filling of forms continued Charles became dubious about the entire procedure. "It will be worth it" Linda replied.

Then, without warning, a call came from the agency. If Charles and Linda were prepared the agency had a baby. Linda called Charles at work and was waiting for him when he arrived home. Together, they drove to the hospital where the infant was being held.

An agency worker met the excited couple in the reception area. "I'm sorry for the short notice," She apologized. "The parents scheduled to adopt this child were unable to accept it due to a change in their situation."

As the three approached the hospital nursery, the woman spoke of the joys of adoption and the like, which the couple hardly heard. Then the drapes of the nursery windows were drawn by a nurse and a tiny infant boy, theirs if they chose, was brought into view.

"He's darling," Linda cried.

When Charles said nothing, the agency worker looked first at him, then at the child. "You did say you would accept any eligible child," she said gently.

Still Charles said nothing. All he could do at the moment was to contrast the baby's darkness with the blond fairness of his excited wife.

QUESTIONS FOR DISCUSSION:

1. What are the problems this couple faces?

2. Should adoptive parents accept a child for adoption when one of the pair have any doubts as to the success of the venture? Why?

3. What special problems could the couple encounter if they adopt a baby of a different race?

4. What should determine whether or not a couple adopts a child with a handicap?

5. Will Charles and Linda adopt this baby? Should they? Would you?

PARENTING CASE STUDY #3 Marna and Ted

"It was just one of those things," Marna told her friends. "One day Ted was here, the next day he wasn't." Her friends nodded their understanding and sympathy. Yes, Ted had impressed all of them as being that sort of guy. He was a happy-go-lucky type fellow who was always changing his mind and his direction in life. It was just like him to have done this to Marna and little Bobby.

Marna had known for several months that things weren't going well for her and Ted. Her husband of a year and a half had begun to spend more and more evenings away from her and three-month-old Bobby. Ted said he was meeting insurance clients and at first she had believed him. Then she tried to believe him. But the month or so before Ted left, Marna didn't even pretend to believe her husband. She knew he was out with another woman. Or other women, perhaps. She had no way to tell for sure.

Finally, Marna had taken a chance and tried to talk with her husband about the problem. "Am I doing something wrong?" she asked during one of the few evenings he stayed home. "What can I do to be a better wife for you?" As Marna spoke, she was aware that tears were filling her eyes and causing her voice to break, even though she had promised herself to make no display.

Ted appeared to be thinking about his wife's questions. Then he stubbed his cigarette out in the ash tray, looked directly at her, and said, "Do you really want to know?"

"Yes," Marna replied. "I really want to know what I can do to make you happier."

"Then take the kid and get out of my life. I don't love you any more. In fact, I doubt that I ever did. For sure I don't want to be saddled with a kid. Let's call it quits."

And that was that. Of course, Marna tried to reason, then begged and pleaded, and finally offered to let Ted run around if he wished. Her words appeared to make no impression on him. He no longer wanted to be married, at least to her.

The next day, Ted packed a few belongings and drove off in the car, which was registered in his name. As nearly as Marna was able to find out, he stopped only long enough to get a tank of gas before leaving town.

"What are you going to do now?" her friends asked.

"Get a job I guess." Marna replied.

"What about Bobby?" a friend asked. "Who will take care of him if you go back to work?"

"I could get a sitter I suppose," Marna said, "but that would take a big share of my wages. Besides, it isn't fair for him to have to grow up seeing me for only a short time in the morning and at night. The poor kid would probably end up thinking the sitter was his mother and I was just the woman who took care of him at night."

Her friend nodded in understanding, but had no better idea. For that matter none of Marna's friends could offer any better suggestions. For more than a week, Marna considered the matter, applied for jobs, and felt sorry for herself and for little Bobby. Then, she reached a decision.

(Marna and Ted continued)

"I'm going to put Bobby up for adoption," she said eleven days after Ted had left. "I've finally gotten a job, but I can't live on what it pays and afford a sitter besides. Anyway, I don't think it is fair for Bobby to grow up without a father and a part-time mother."

"How could you do it to Bobby?" her shocked friends demanded.
"How can I do otherwise?" Marna retorted, setting her jaw as she spoke. "I didn't run away from the family. Ted did. Bobby is too young to have any idea what is going on. He wouldn't miss me for more than a couple of days if that long. A baby his age doesn't have any idea about such things. He doesn't know me. Better to give him a chance now than have him grow up asking questions I can't answer about his daddy. Really, it's the only way that's fair to Bobby and to me."

QUESTIONS FOR DISCUSSION

1. What are Marna's problems?

2. Did Marna handle the situation with Ted in the best way or was there a better manner in which she could have approached him?

3. Is a marriage of this sort worth saving or should it be ended as quickly and painlessly as possible?

4. Was Marna's decision to put Bobby up for adoption the best possible solution? Are there alternative possibilities she should consider? How could her decision affect her life and Bobby's?

5. Was Marna thinking only of Bobby's welfare in the decision she made? How will she feel years later?

6. What responsibilities should Ted assume?

Topic: Responsibilities of Parenthood

Objectives: Identify behaviors that would be characteristic of the nurturing role in parenting. Identify providing roles in parenting. Understand that the role of nurturing and providing can be assumed by either or both parents.

Activity:

1. Using the overhead or chalkboard write the phrases, "What are Father's jobs?" and "What are Mother's jobs?" Have students give ideas as quickly as possible under each.
2. Erase the titles, mark each task with M if only a mother could do it, F is only a father could do the task, and MF if the task could be done by either.
3. Discuss the differences between nurturing and providing.
4. Using the list on the board, identify each task with (N) if it is nurturing, or a (P) if it is providing.
5. Given the following list of activities that parents might do in a home. Have the students identify the activities as nurturing (N) or providing (P).

   A. fixing breakfast
   B. a good morning kiss
   C. paying the bills
   D. a hug before leaving for school
   E. packing your lunch
   F. bathing the baby
   G. making the bed
   H. reading a bedtime story
   I. rocking the baby
   J. shopping for groceries

6. Have each student write a letter to themselves as a parent. Use the following guidelines for what to include in this letter.

   A. What do I want for my children?
   B. How will I provide for the emotional needs of my children?
   C. How will I provide for the physical needs of my children?
   D. How will I financially provide for my children's needs.
   E. What are my personal goals as a parent?
   F. How will the providing and nurturing responsibilities be divided or shared between parents?

Adapted from: Occupation of Homemaking, Vocational Home Economics, Denver, Colorado.

Topic: Genetic Considerations

Objective: Identify situations in which inherited diseases and defects may be present and when genetic counseling should be sought.

Activity:

1. Distribute case studies (attached) to individuals or small groups of students.
2. Use either a textbook that explains the diseases or defects, or materials which are available from the National Foundation/March of Dimes.
3. Have students answer the questions listed at the end of the situation section. This may be done as a class discussion or a written assignment.

References:

Booklet: Genetic Counseling, (9-0022) available from The National Foundation/March of Dimes, Box 2000, White Plains, N.Y. 10602

Filmstrip or slide set: From Generation to Generation: Genetic Counseling, available for purchase from the above address.

SITUATION 1

Tom, age 37, and Sally, age 35, have both had successful careers and are now planning to begin their family. They want one child for sure and may have another if the first pregnancy goes well.

SITUATION 2

Gregg was using marijuana and other drugs for the past few years. He recently married and is planning on having a child within two years. His wife, Beth, just shared with him an article which suggests that there is now a link between chromosome damage and the types of drugs which he was using.

SITUATION 3

Pam, age 20, is planning to marry John next year. They have been talking about their family members' health and Pam mentioned that her twin sister, Pat is a diabetic.

SITUATION 4

Rose is now pregnant with her third child and found out that she has gonorrhea.

SITUATION 5

Trudie is an alcoholic and is expecting her first child. She has not seen a doctor since she found out that she was pregnant.

SITUATION 6

Lon's little brother had hydrocephalus, water on the brain, as an infant. Lon and his wife Peg are now expecting their first child.

SITUATION 7

Sue and Bob's first child had a positive PKU test and has had a special diet. They are now planning for their second child. Bob was adopted as a child and knows nothing of his biological parents.

SITUATION 8

Jeannie is Rh- and Ken is Rh+ and they are expecting their second child. Their first child was born without any problems.

SITUATION 9

Linda is 16 and pregnant. She isn't married and isn't dating the fellow who she thinks is the father. She hasn't told her mother yet and is trying not to let her friends know. She eats mostly hamburgers and French fries at the local fast food shop. She isn't seeing a doctor or going to a clinic for prenatal care.

SITUATION 10

Bill is color blind and Becky is not. Bill is concerned that their children will be color blind also.

SITUATION 11

Toni has just gone to a clinic for a pregnancy test. One of the questions which the nurse asked her was if she had a Rubella vaccination. Toni could not remember for sure but thought that she did not get that vaccination as a child. She also knows that the neighbor boy has German Measles.

SITUATION 12

Phyllis and Ron's first child developed meningitis at 13 months and is retarded. They are concerned that if they have a second child, which they want very much, it will have the same condition.

SITUATION 13

Pete and Louise's first child had cerebral palsy from birth. They had planned to have a family of three or four children and are not certain if they should continue their plans.

SITUATION 14

Kathy's mother took DES during her pregnancy with Kathy. She has been reading all of the articles about the problems of DES daughters and sons.

SITUATION 15

Rhonda's little sister was born with a cleft lip and palate. She is afraid to tell Steve, her boyfriend, even though their relationship is a very serious one. The plastic surgery and speech therapy for Rhonda's sister was excellent so she now appears only to have a slight scar on her upper lip.

QUESTIONS

1. Which of these situations would be likely to involve an inherited disease or defect?

2. Decide if these are situations involving any of the following:

   a. dominant inheritance
   b. recessive inheritance
   c. x-linked inheritance
   d. multifactorial inheritance
   e. other

3. Which situations would be a greater risk if this was a second child? Why?

4. In which cases should genetic counseling be sought?

Topic: Birth Defects

Objective: Determine what birth defect is being described.

Activity:

1. After teaching about birth defects, distribute "Defecto Instruction and Term Sheet" with birth defects listed.
2. Hand out "Defecto" game card.
3. Request that students pick any 19 of the defects and write one in each of the squares. One space anywhere on the board may be marked "FREE".
4. Draw clues out of an object, such as a hat, and ask students to draw an "X" on the birth defect which the clue identifies. The first student to have four corners, 5 down, 4 across, or 4 diagonally "X"-ed out must say "Defecto". To be declared the winner, the student who says "Defecto" first must identify the correct defect as the teacher rereads the clues.

Note: A resource to teach this material can be obtained FREE from Birth Defects, March of Dimes, Box 2000, White Plains, NY 10602.

"DEFECTO INSTRUCTION & TERM SHEET"

Directions: You are about to compete in a game similar to bingo called "Defecto". You will make your own game card by writing any 19 of the following birth defects on the game card, with one defect in each square. You will have one FREE space. Your teacher will read a clue about one of the defects on this sheet. You must evaluate the clue and determine which birth defect it is. If the birth defect is one you marked on your card, draw an "X" through it. Similar to bingo, if you have 4 across, 5 down, 4 diagonally, or 4 corners you must say "Defecto". To win you must correctly name the birth defects as the teacher reads each clue already given in the game.

"DEFECTO"

Agammaglobulinemia
Erythroblastosis
Polydactylism
Hemophilia
Achondraplasia
Down's Syndrome
Low Birthweight/Prematurity
Muscular Dystrophy
Congenital Heart Malformations
Clubfoot
Spina Bifida/Hydrocephalus
Cleft Lip/Cleft Palate
Diabetes Mellitus
Cystic Fibrosis
Sickle Cell Anemia
Congenital Syphillis
Phenylketonuria [PKU]
Tay-Sachs Disease
Thalassemia
Galactosemia
Turner Syndrome
Congenital Rubella Syndrome

DON'T FORGET TO WRITE THE WORD "FREE" IN ANY SQUARE ABOVE.

CLUES

CLUE: Associated with Rh factor; problem exists when mother [Rh-] and child [Rh+].
DEFECT: Erythroblastosis.

CLUE: Structural problem where child has too many fingers or toes.
DEFECT: Polydactylism.

CLUE: Lacks certain antibodies [gamma] to fight bacteria; X-chromosone-linked.
DEFECT: Agammaglobulinemia.

CLUE: Not able to stop bleeding; due to inability of the blood to clot.
DEFECT: Hemophilia.

CLUE: Short-limbed dwarfism.
DEFECT: Achondraplasia.

CLUE: Has XO chromosome make-up; child is an underdeveloped female with stunted growth and often mental retardation.
DEFECT: Turner's Syndrome.

CLUE: Caused by an extra chromosome 21 attached to pair 15; physical appearance may include: fold at inner angle of eye, long pointed tonge, "starfish" hands, little finger curved inward, and short stature.
DEFECT: Down's Syndrome or Mongolism.

CLUE: Water on the brain and spinal area; large head is result.
DEFECT: Spinal Bifida/Hydrocephalus.

CLUE: Progressively impaired voluntary muscular function; due to deterioration.
DEFECT: Muscular Dystrophy.

CLUE: Detected typically at birth or later; structural problem with heart; treatment requires corrective surgery or medication.
DEFECT: Congenital Heart Malformation.

CLUE: Foot bent: upward, downward, inward, or outward.
DEFECT: Clubfoot.

CLUE: Misshapen lip due to not growing together properly.
DEFECT: Cleft Lip/Cleft Palate.

CLUE: Inability to metabolize carbohydrates.
DEFECT: Diabetes Mellitus.

CLUE: Most frequent among blacks; heart enlarges; short trunk; long extremities; deficient number of normal red blood cells.
DEFECT: Sickle Cell Anemia.

CLUE: Acquired from infected mother with venereal disease.
DEFECT: Congenital Syphillis.

CLUE: Inability to metabolize a specific protein; usually end up in mental institutions; sit in a characteristic fashion.
DEFECT: Phenylketonuria [PKU].

CLUE: Inability to metabolize fats in nervous system; predominantly Mediterranean Jewish disease.
DEFECT: Tay-Sachs Disease.

CLUE: Incomplete dominant inheritance anemia.
DEFECT: Thalassemia.

CLUE: Recessive inheritance; inability to metabolize milk sugar [galactose].
DEFECT: Galactosemia.

CLUE: Rash and low grade fever are symptoms.
DEFECT: Congenital Rubella Syndrome.

CLUE: Treatment requires intensive care of newborn with high nutrient diet; may be due to poor prenatal care.
DEFECT: Low Birthweight/Prematurity.

Topic: Parenting

Objective: Identify realities of having a baby.

Activity: (Bulletin Board) 1. Prepare a bulletin board with a large picture of a baby. This bulletin board remains for the entire week. Additional pictures or props are added or removed as captions change daily. The following suggested captions can be used to encourage discussion.

SUGGESTED CAPTIONS:

Day 1. Caption: Where is the instruction booklet and guarantee for this baby?
Suggestion: Add sample appliance instruction booklets and guarantees.

Day 2. Caption: They didn't tell me that babies cry at 3:00 a.m.
Suggestions: Add pictures of crying babies, pacifiers, rocking chairs, etc.

Day 3. Caption: But I just changed the diaper!
Suggestions: Add diapers or pictures of people diapering babies.

Day 4. Caption: You mean I can't trade this baby in for a new model?
Suggestion: Add pictures of babies crying and/or misbehaving.

Day 5. Caption: "I won't be at work today, my baby is sick again."
Suggestion: Add pictures of fever thermometer, medicine, pictures of person working, smaller paycheck.

2. Here are some generalizations that should be made from discussions:

   1. Babies do not come with instruction booklets or guarantees. [1]

   2. Successful parenting involves a wide range of child care knowledge. [1]

   3. Babies differ so knowledge must be adjusted to meet the needs of each child. [2]

   4. Newborn babies need to be fed approximately every 4 hours. [2]

5. Babies with colic, allergies, asthma, or other problems may wake up periodically at night. [2]
6. Most babies have wakeful times at night. [2]
7. Babies need to be changed frequently to keep them comfortable and prevent diaper rash. [3]
8. By law, parental obligations extend for 18 years. [4]
9. Many people believe parental obligations last a lifetime. [4]
10. Babies get sick and need special care [5]
11. Daycare centers frequently do not accept sick babies. [5]
12. Lost time at work may cause friction with employer and fellow employees and may reduce paycheck. [5]

Note: This activity is suggested for week that parenting is being introduced.

Topic: Feeding Babies

Objective: Plan menus for babies that contains 100% of the RDA regardless of type of formula the child is taking.

Activity:

1. Invite a nurse or pediatrician to class to discuss foods and amounts needed by babies. Also, have them include information on food allergies.
2. Divide class into five groups.
3. Using cartons, packages, and jars of baby food have each group plan a day's menu that will supply 100% of the RDA while counting calories. Each group will be given a different milk source: whole milk, 2% milk, coconut formula, soy formula, clear liquid [juice/jello]. Each group should report suggested menu to class.

Discussion Questions:

a. What is the most important food for babies to consume their first year of life?

b. How do the various milk sources compare in nutrients, calories, cost?

c. What are some reasons for feeding babies different sources of milk?

d. Where do you find nutrient information for baby foods?

e. Why is it important for a baby to get the needed nutrients?

f. What are some symptoms of food allergies?

g. What would you do if your baby formed an allergy?

h. What are some foods that most often cause food allergies?

i. What are some sources of food for a baby besides prepared baby foods?

j. Why is it important not to overfeed an infant?

Topic: Adoption

Objective: Identify appropriate ways to handle adoption situations.

Activity:

1. Divide students into groups.
2. Distribute "Adoption Situations." Assign one situation to each group. Have students discuss the situation in their groups. Have students assign each member of their groups to a role.
3. Have each group role play its solution to the assigned situation.
4. Discuss each solution as a class. Point out some things that are wise to include or exclude in the solution.

- -

Adoption Situations

1. Mary was adopted. Her single teenage mother did not want her. Mary asks, "Why am I here with you, instead of with my real parents?"
2. John and Greta recently adopted five-year-old Jack. Greta's parents disapprove of anybody adopting children. You notice Jack is sensing their disapproval and is beginning to resent it.
3. Susie comes running home from playing with Joe and Jane Cool, the neighbor's children. Joe got mad at Susie and said, "You're not as important as I am anyway. You're adopted." Susie is crying very hard.
4. Harry and Harriette adopted nine-month-old Colleen. When and how should they tell their daughter she was adopted?
5. Bill, six years old, was adopted a year ago. He has three sisters who are natural children of his parents. Bill is frequently reprimanded for misbehaving. He knows he is adopted. One of his parents just corrected him for misbehaving again. He responds, "You hate me. You always pick on me because I'm adopted. I'm not your kid."

NOTE: Students should generate factors not included in the adoption problems.

Topic: Adolescent Parenting

Objective: Analyze an adolescent parenting situation.

Activity:

1. Have students read CASE STUDY - ADOLESCENT PARENTS. (attached)
2. Discuss, using the following questions as a guide:
   a. What were the advantages to the couple of living with his parents for the first few months of married life? Disadvantages?

   b. What other arrangements might have been considered if the sister-in-law had not been willing to babysit while the mother was in school?

   c. What other responsibilities does the mother have which are not typical of a high school student?

   d. In what ways do you think John and Cathy's relationship has changed since the birth of Amy?

   e. What problems could arise if John lost his job?

   f. What problems could have come about if the child had not been normal? What if there are problems with the second child?

   g. What problems could arise from the present pregnancy?

   h. Do you see any problems concerning the fact that the father works and the mother is still in high school and involved in high school activities?

   i. What kind of opportunities may this couple have missed out on by getting married and having children?

   j. What could happen if the parents do not stay married?

   k. How might John and Cathy's lives be different if they would have waited until Cathy was out of school to marry and have children?

   l. What are some possible alternatives to keep a relationship going besides getting pregnant? State advantages and disadvantages of each.

CASE STUDY - ADOLESCENT PARENTS

Cathey had just completed her first year of high school at a private school which was out of state. She was eager to return to her home for the summer. She was 15 years old.

John had just graduated from high school and had a job with a local retailer. He was 18 years old.

Cathy and John met at a benefit dance in June. The young couple dated for 2 weeks. They did not see each other during the month of July, but started dating again in August. Cathy did not want to lose John. He was a "dream come true". Cathy wanted to become pregnant in order to keep John.

Cathy became pregnant and the young couple were married in the fall of Cathy's sophomore year in high school. Cathy and John lived with his parents for the first four months of married life. Cathy missed a lot of school during the first semester due to morning sickness and wanting to develop the "wife image". During the second semester of school, Cathy had a tutor.

Cathy and John moved to a studio apartment just prior to the birth of their baby. The baby was a healthy 8 pound girl which they named Amy. Cathy stayed home with the baby during the summer. John had found a new job as a machinist.

Cathy returned to high school in the fall. John's sister was babysitting for Amy. Cathy found that she had to make new friends at school. She would be out of school whenever Amy was sick. Cathy's responsibilities of being a wife, student, and mother were overwhelming. The couple moved to a 2 bedroom apartment during her junior year in high school.

Cathy loves Amy and says that the child does not restrict her, but that she feels restricted by her husband. He does not like any of her school friends.

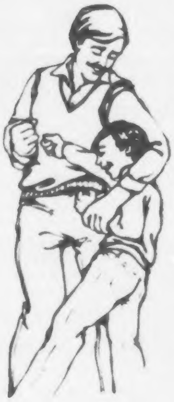
Cathy is in her senior year of high school and once again she finds herself to be expecting a baby. She seems to be happy about this saying that "it's great being pregnant, because I get out of work". Cathy would like to have five or six kids.

Topic: Single Parenting

Objective: List possible changes that may occur when one becomes a single parent. Suggest some ways to handle a variety of one-parent situations.

Activity:

1. Divide students into pairs or groups.
2. Have students read the attached case studies and write possible problems that may occur in each situation, and possible solutions to the problems they identify.



Discussion questions:

a. What are some possible problems of single parenting?

b. What are some possible advantages of being a single parent?

c. What are the advantages and disadvantages for the children?

d. In what ways can children help in single parent family situations?

Single Parenting
Case Studies

Directions: Read the case studies concerning single parenting. Write possible problems and suggestions to improve the situation.

CASE 1:
The mother will not pay child support. The father works, but the pay is not very much on which to support two small children. The father will not accept welfare. The children are ages 4 and 10.

CASE 2:
The father takes the children on weekends and holidays. The mother is alone on holidays and has very little money. The father buys the children everything they desire. He also takes them anywhere they want to go and does not discipline them. When the children are with the mother, she makes them behave. The children think that the mother is very mean to them.

CASE 3:
Jane feels trapped with three children. She works five days a week in a factory and takes care of the house at night. She feels guilty not being able to go to the children's school parties, marionette shows, parades, and Mother's Club. Babysitters are expensive. Her family does not live close by. Her social life is nonexistent. Most of her friends don't socialize with her because they do everything as couples.

CASE 4:
Sharon is 34 and works full time. She has three children, 12-year-old twins and a 9-year-old boy. Many times Sharon works until 7 pm and then visits her boyfriend until 9 pm. The children prepare their own meals and watch T.V. until they fall asleep.

CASE 5:
David has custody of his two children. He is renting an apartment that is very expensive, but feels it is important for his children to live where it is safe and where they can walk to school and to the store because he often works late. He just found out that the apartments will become condominiums and he must move. All of the nearby housing is too expensive, so they must move to another area.

CASE 6:
Julie and Steve got a divorce when they were 20 years old. Julie received custody of the baby. She has a very difficult time finding inexpensive, good help to watch the baby. Her boss has warned her that she may lose her job if she keeps missing work because of the baby. In spite of her difficulties, Julie is glad to be on her own. Her former husband abused her and the baby.

CASE 7:
Tom has custody of his three teenage children. His wife was an alcoholic and would not seek help. After many years of fighting and yelling, they got a divorce. His ex-wife now sees the children once a month. Everyone seems much happier.

Topic: Single Parenting

Objective: Identify possible problems and adjustments that occur with divorced single parents.

Activity:

1. Provide for students the handout "Divorced Single Parents." (attached)

2. Have students discuss possible problems and/or adjustments that each parent has to make when getting a divorce. This could be done using case studies to identify general or specific problems and adjustments.

Divorced Single Parents:
Coping with Children
Struggling Financially
Adjusting Emotionally

	Problems/ Adjustments of the:	
ISSUES	Parent that has primary custody of children	Parent that does not have primary responsibility of the children
Telling the children		
Custody--single or joint		
Visiting rights and responsibilities		
Child care		
Working outside the home		
Housework		
Financial affairs--budget, alimony, child support, welfare, insurance, etc.		
Managing home, child's needs, and work		
Credit		
Dating		
Social life		
Decisions		
Activities for parents and children		
Holidays		

Topic: Communciation with Children

Objective: Identify positive responses to children.

Activity:

1. Have students fill in the Positive Responses with Children worksheet. (attached)
2. Have students share their answers and discuss, using some of the following questions:
   a. How do you feel when someone makes a negative comment to you?
   b. How can constant criticism affect your behavior?
   c. How does praise or a positive comment make you feel?
   d. How can positive comments affect your behavior?
   e. How can you be positive to someone who makes it almost impossible to be nice to them?

POSITIVE RESPONSES WITH CHILDREN WORKSHEET

Below are children's actions and caregiver's reactions. Write a positive response to each situation in the spaces provided.

Situation	Caregiver's response	Positive response
Danny, age 2, has spilled a glass of milk.	"You're a bad boy. You've done it again."	
Seth, age 3, was in tears because the wheels fell off his favorite truck.	"Stop crying like a baby."	
Beth, age 4, came running in very proud that she got dressed all by herself.	"Get over here and let me fix your shirt. You put it on backwards again."	
Jackie, age 6, was playing with some pots and pans when two lids crashed on the floor.	"Why can't you be good like your sister and play quietly?"	
Jenny, age 12, came home very excited about her report card. She got 4 A's and one B.	"How come you didn't get all A's? Do better next time."	
Brian, age 14, came home and tossed his coat over the kitchen chair.	"I've told you a thousand times to hang up your things."	

Topic: Parent and Child Responsibilities

Objective: Recognize that parents and children do have responsibilities to each other.

Activity:

1. Brainstorm with students the following questions:
   a. What things do you enjoy doing with your parent(s) or guardians?
   b. What qualities do you feel a parent should possess? What do you feel are not good characteristics of some parents?
2. Tell students they have now become parents. (Family descriptions could be given to students or they could use their own family situation). Have them fill in the contracts (attached) as parents and children.

Discussion questions:

a. What is a contract? What does a contract mean?

b. What makes a contract worthwhile?

c. What kinds of statements did you write on your contract? Are they realistic? Do they encourage responsibility? Do both parties agree that it is fair?

d. What may happen if you don't hold up your end of the contract?

e. How could these contracts help communication between parents and children?

Name ______________________________

Date ______________________________

I, ______________________________, do hereby state that as a good parent to adhere to the below description.

A. QUALITIES (i.e. To respect my child's opinion.)

____

____

____

B. ACTIONS and RESPONSIBILITIES (i.e. To keep the house neat.)

____

____

____

C. DISCIPLINE POLICY

____

____

____

D. RELATIONSHIP WITH OTHER FAMILY MEMBERS

____

____

____

Signature ______________________________
Parent

Name ______________________________

Date ______________________________

I, ______________________________ , do hereby state that as a good son/daughter to adhere to the below description.

A. QUALITIES (i.e. To respect my parent's opinion.)

____

____

____

B. ACTIONS and RESPONSIBILITIES (i.e. To keep my room clean.)

____

____

____

C. DISCIPLINE POLICY

____

____

____

D. RELATIONSHIP WITH OTHER FAMILY MEMBERS

____

____

____

Signature ______________________________
Child

Topic: Effective Parenting Techniques

Objective: Examine attitudes toward guidance and discipline of children.

Activities:

1. Brainstorm with students using the following questions:
    - What is behavior?
    - What is acceptable behavior of children?
    - What is unacceptable behavior of children?
    - How should parents react to children's behavior?

2. Have students react to and fill in "Parenting Techniques with Behavior" situations. (attached)
3. Divide the class into small groups of 3-4 to discuss each of the situations and how they would handle them as a parent.
4. Have students select 3 situations to role play. Have them role play the situations in a positive manner, then in a negative manner.
5. Conduct a class discussion of the role play situations.

PARENTING TECHNIQUES WITH BEHAVIOR

Directions:
1) Determine if the following are acceptable behavior for a child or unacceptable behavior.
2) Write what you would say to a child in each situation.

THE CHILD........

1. Uses swear words
2. Tattletales
3. Interupts others talking
4. Uses poor table manners
5. Talks back, "sassing"
6. Leaves toys out
7. Romps on the furniture
8. Does not follow directions
9. Wastes or does not eat food
10. Hits, fights with others
11. Bites others
12. Refuses to share with others
13. Continually argues
14. Uses poor grammar, slang
15. Spits

Topic: Stress Prevention and Management

Objectives: Recognize stress factors in a family situation that could lead to neglect or abuse.

Formulate ideas on ways to prevent or manage stress.

Activity:

1. Have students read the CASE STUDY of Linda. (attached)

2. Ask the students to list stress factors mentioned in the story.
3. Form small groups and have students determine two ways to prevent or manage each stress mentioned.
4. Share suggestions with the entire class and reasons why.

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CASE STUDY

Linda is a 25 year old homemaker with three children ages 6, 4, and 2. At 6 a.m. the alarm goes off, but because Linda stayed up watching the late movie, she shuts the alarm off and goes back to sleep. At 7 a.m. her husband, Bill, gets up and leaves in a hurry. He yells to Linda that she is lazy for not preparing his breakfast. At 8 a.m. Linda jumps out of bed and realizes that Sara, her 6-year-old, must be on the bus in just 20 minutes. As soon as Sara gets on the bus wearing a dress from the dirty clothes basket, Linda goes back to bed. At 9:30 a.m., 4-year-old Tommy and 2-year-old Kari are crying that they are hungry. Linda gets up and pours herself a glass of cola and fixes Tommy and Kari cookies and kool-aid. At 10 a.m. Linda decides to wash a load of clothes. During the first load, the machine breaks down and all the clothes have to be wrung out by hand. Linda loads up the clothes and the kids in the car. She decides that she will have to go to the laundromat for at least the next month, because there is no money in the budget for repairs. She realizes that she doesn't have enough money for five loads and has to stop by the bank and write a check. By the time the clothes are finished it is noon and the children are hungry and tired. But Linda's favorite "soap" is on the laundromat T.V., so she buys candy bars and sodas for lunch and they stay until 1 p.m. As soon as Linda arrives home and begins to put away the clothes, Bill calls and says he is bringing a friend home for dinner at 6 p.m. Linda puts the children in bed for their afternoon nap but they are overly tired and hyperactive and will not fall asleep. Linda decides to run to the corner "Quick Shop." She will just be a minute, so she leaves the children alone. She hurries home to bake a cake, prepare Chicken Kiev, and make yeast bread. The children are still awake, have the sheets torn off the bed and are playing. She doesn't have time to pay attention to them now, however, because the rest of the house has to be cleaned. At 3 p.m. Sara gets off the bus and runs in on the freshly mopped kitchen floor. In the middle of mixing her yeast bread, Linda turns and slaps Sara several times, knocking her to the floor, and screams "Can't you see that I just mopped the floor?"

Topic: Abuse

Objective: Identify various forms of abuse and sources of assistance.

Activity:

1. Have students complete the "Family Abuse Word Search" (attached).
2. Discuss, using the following questions as a guide:
   - a. What are some different forms of abuse?
   - b. How can verbal abuse be damaging?
   - c. What are some feelings that could result from abuse?
   - d. What does the acronym DCFS stand for?
   - e. What terms found in the word search would be of assistance in a family abuse situation?
   - f. What determines if some actions or words are abusive?

FAMILY ABUSE

Word Search

Circle the following words in the puzzle. The word may be forwards, back-wards, horizontal, vertical, or diagonal. Abuse, bash, beating, burn, children, counselors, crisis, DCFS, deny, emotional, fear, guilt, hostile, judge, mean, neglect, neighbors, nightmares, parents, physical, police, psychotic, sentence, sexual, stress, submissive, verbal, violence, whip, and yell.

A	C	O	U	N	S	E	L	O	R	S	N	I	H
G	Q	B	E	A	T	I	N	G	F	N	K	A	E
W	S	A	P	F	R	N	V	E	C	A	D	B	V
U	I	S	T	N	E	R	A	P	I	E	E	U	I
R	S	H	F	G	S	U	C	E	T	M	C	S	S
S	I	S	O	C	S	B	H	J	O	O	N	E	S
E	R	X	C	S	D	T	Q	C	H	T	E	C	I
R	C	B	M	L	T	L	H	I	C	I	L	N	M
A	L	P	P	O	L	I	C	E	Y	O	O	E	B
M	M	A	B	L	L	U	L	J	S	N	I	T	U
T	O	Y	U	D	U	G	R	E	P	A	V	N	S
H	Y	N	R	X	E	A	D	K	W	L	L	E	Y
G	N	E	O	N	E	I	G	H	B	O	R	S	Z
I	N	D	A	F	R	S	I	L	A	D	R	E	V
N	E	G	D	U	J	P	H	Y	S	I	C	A	L

Topic: Child Abuse/Neglect

Objective: Identify types of abuse/neglect, factors in the lives of family members which contribute to abuse, and sources of help for the family.

Activity:

1. Distribute the child abuse/neglect case situations to students. Have students work in groups or individually.
2. Have students answer the questions given at the end of the situations.
3. Discuss the answers with the entire class.

Note: Information on child abuse is available from the Illinois Department of Child and Family Services, 623 East Adams Street, Springfield, Illinois 62706.

Child Abuse/Neglect
Case Studies

Situation 1

Mary Ann, a six-year-old, misses several days of school a month. When she's at school, her clothes are dirty and she is not dressed appropriately for the weather. The teacher has noticed that she sometimes smells like urine and her hair looks sticky and matted. If she brings her lunch to school it often contains a Twinkie, a can of soda and half a sandwich. When the school has called to check on her attendance, the mother has explained that she works nights and sometimes does not wake up early enough to get the child on the bus. There is no father in the home and the mother is taking care of the children with ADC and the money she makes as a barmaid.

Situation 2

Sally is fourteen and a freshman in high school. She lives with her parents and an uncle who is twenty. She and her uncle have always been good friends. When she was younger, they would wrestle and tickle each other. Lately, her uncle has been insisting that they continue to wrestle--particularly when the parents aren't home. Sally is to the point that she feels uncomfortable and doesn't know how to handle him. He tries to end the wrestling with kissing her and has unbuttoned her blouse and handled her breasts while talking about how she is "growing up."

Situation 3

Billy is eight and in the third grade. He is often in trouble at school for showing off, being inattentive, and fighting with the other children. The teacher feels that his behavior is caused by a low self-concept. He often uses terms like stupid, dummy, trouble-maker, and clumsy. At the teacher-parent conference, his mother talked about how frustrated she felt with Billy. She said that she yells at him and often stands him in the corner at home, but he still misbehaves. In front of Billy, she remarked that he was a "rotten kid" and thought he was a "lost cause."

Situation 4

Billy is two and Jason is five. Their parents are divorced and they have little contact with their father. Their mother works during the day and often dates at night. Recently she has become involved with a man who works in her office. Instead of coming home after work, she spends the night with him. This means the children are picked up from the home of their day sitter by a relative or a teen sitter who stays with them during the night. The mother explains her behavior as "needing time for myself" and "I make sure someone is with them." The overnight dates are now two or three times a week.

Situation 5

Nancy is in kindergarten. Already this year she has had two black eyes, a broken arm, and several mysterious "burns" and "welts." When the teacher asks her about them, she just hangs her head. When the teacher asked her mother about the broken arm, she said that Nancy is always "into things" and is "accident prone." However, at school, Nancy is very timid and never plays on the playground equipment. Today Nancy's arm has three definite teeth mark sets where it looks like someone bit her hard in three places.

Situation 6

Tammy's parents are not happy. They often argue and fight. If they have been drinking, the fights are often physical. Twice Tammy has gone into the room crying and begging them to stop and has ended up being thrown across the room or slammed against the wall. Fortunately, she has not been seriously hurt but she is terrified everytime her parents begin drinking and talking loudly. She feels that she is the cause of their fights and if she was just a "better child" that the fighting and drinking would stop. Tammy is eleven.

Situation 7

Kay and Kim's mother is a perfectionist. Her greatest source of pride is her spotless home. She cannot stand any type of mess. She has been known to lock the girls outside to play all day so they won't mess up their room. Once when she was having a party, she made them take their naps on the floor so the beds wouldn't get wrinkled. When they spill food or get their clothes dirty, she yells and screams at them and may make them stand in the corner for an hour. Kay and Kim are ages four and three.

Questions

1. Is there a form of abuse or neglect occurring in the situation?
2. State whether the situation is an example of (a) physical abuse, (b) sexual abuse, (c) emotional abuse, or (d) neglect.
3. What could be going on in the parents' lives that is contributing to the abuse or neglect? (or in the lives of other family members?)
4. If the abuse or neglect continues, what might happen to the child?
5. What sources of help are there for the abusing or neglecting person? The abused or neglected person?
6. If you were a person who knew about the abuse or neglect, what would you do?

Topic: Coping with Crises--Divorce/Separation

Objective: Analyze the impact of divorce on children.

Activity:

1. Have students read a couple articles from magazines or newspapers pertaining to children and divorce.
2. Analyze using the following questions:
    - a. What behavioral changes might be noticeable in children whose parents are going through a divorce?
    - b. What feelings and attitudes might the child be experiencing?
    - c. Why do you think divorce is harder on some children as opposed to other children?
    - d. What extra burdens and stress factors do the parents have as a result of the divorce that can affect their abilities as parents?
    - e. What can children do to help each other and their parents during a divorce?
    - f. In Lexington, Maryland there is a support group called "The Divorced Kids Group." What do you think these young people can offer one another?
    - g. What effects might divorce have on children when they decide to marry?

Topic: Attitudes and Feelings Toward the Special Needs Child

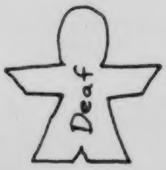
Objective: Explain adjustments that may occur within the family when a handicap is diagnosed.

Materials needed:

1. Paper dolls cut from construction paper with a specific handicap written on each doll, i.e., deaf, blind, mentally retarded, specific physical malformations, etc.
2. A basket in which to place all the infants.

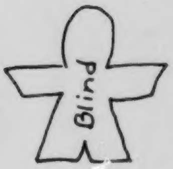
Activity:

1. Have students describe, in writing, the kind of child they would like to have some day [appearance, personality, health, etc.].
2. Have students share their ideal child with one another.
3. Have students pick a doll from the basket.
4. Have students discuss their feelings when they discover their infants are not what they hoped for.



Discussion questions:

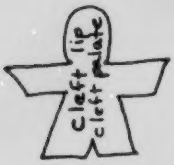
a. What was your first reaction to the child?



b. What are your plans for your child's immediate future?

c. What additional parental responsibilities must be taken for this child?

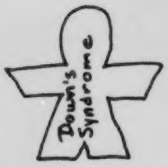
d. What differences in lifestyle would you expect to occur because of the additional responsibilities involved in caring for your special needs child?



e. How do you feel about these responsibilities and changes in your lifestyle?

f. How might these additional responsibilities affect other family members?

g. How does the presence of siblings affect parental responsibility? good effect -- bad effect?



h. What are your hopes for your child's long-range future?

i. Now, how do you feel about your child's exceptionality?

CHILD CARE PROGRAM

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09.0201 – Child Care and Guidance Management and Services
(20.0201)

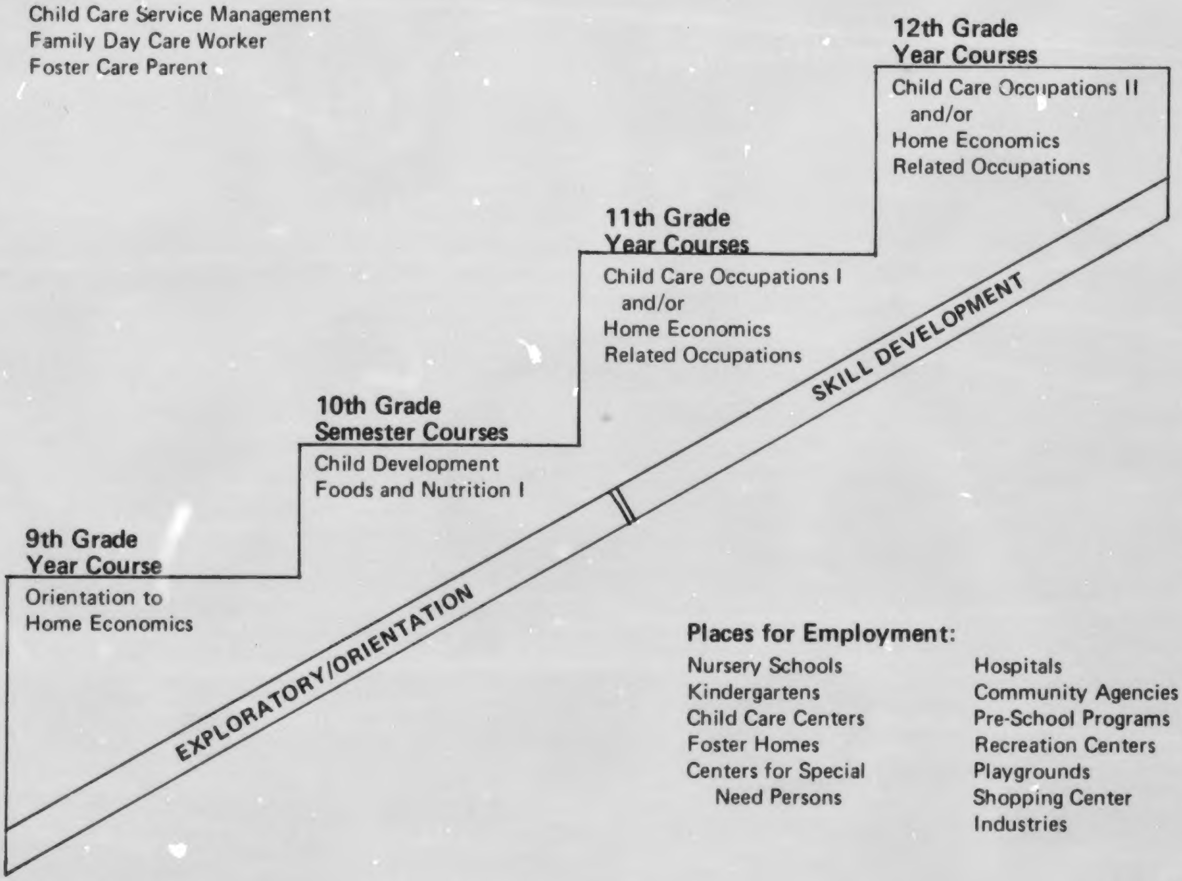
CHILD CARE PROGRAM

The child care program offers a sequence of planned educational classroom and laboratory experiences concerned with the care and understanding of children; meeting basic needs of children, including safety, health, and nutritional needs; state standards regulating child care; and supervision of group activities. These programs will include one or more skill development experiences with children scheduled throughout the year on a regular basis: operation of a child care lab within the local school or area vocational center, extended laboratory experiences and/or through capstone courses offered through cooperative education. Upon completion of the program, the students will have had the opportunity to gain the competencies needed for successful employment in a variety of child care situations (such as day care centers, nursery schools, or recreational centers) or for related continued education.

Through further post secondary training, students may develop the additional competencies necessary for employment as assistants in educational institutions, as assistants in special education programs, in positions in public and private residential child care programs, or as directors in community programs.

Job Titles:

- Child Care Assistant
- Child Care Aide
- Child Care Service Management
- Family Day Care Worker
- Foster Care Parent



9th Grade Year Course
Orientation to Home Economics

10th Grade Semester Courses
Child Development
Foods and Nutrition I

11th Grade Year Courses
Child Care Occupations I
and/or
Home Economics Related Occupations

12th Grade Year Courses
Child Care Occupations II
and/or
Home Economics Related Occupations

Places for Employment:

- Nursery Schools
- Kindergartens
- Child Care Centers
- Foster Homes
- Centers for Special Need Persons
- Hospitals
- Community Agencies
- Pre-School Programs
- Recreation Centers
- Playgrounds
- Shopping Center
- Industries

CHILD DEVELOPMENT

Content Outline

Grade 10

Semester Course

In this orientation level course, the development of children from conception through adolescence is studied. Emphasis is placed on increased understanding of children and the development of basic skills in relating to them. It is essential that students have some laboratory experiences with children. These experiences are used as a basis for classroom discussion and study.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- CAREER opportunities in child care
- PRENATAL development
- PHYSICAL development of children
- SOCIAL development and relationships
- EDUCATIONAL and mental development
- EMOTIONAL development
- PLAY--purposes and supervision
- THE child with special needs
- CHILD abuse
- THE school-age child through adolescence

I. CAREER OPPORTUNITIES IN CHILD CARE

BABYSITTING

CHILD care agencies or institutions

- aides
- teachers
- directors
- therapists

CHILD care aides in the home

PARENTHOOD--including foster parenthood

*Identify career opportunities related to child development

ATTITUDES and skills related to employability

*Determine skills and competencies required for various careers related to child care

*Develop characteristics and qualities which contribute to employability

II. PRENATAL DEVELOPMENT

DEVELOPMENT before birth

*Describe the process of development after conception

HEREDITY and environmental influences

*Identify hereditary and environmental influences on the unborn child

III. PHYSICAL DEVELOPMENT OF CHILDREN

PHYSICAL growth patterns--birth through adolescence

*Trace patterns of physical development (103)

*Identify factors that may cause variations in the growth of children

FACTORS which influence development and health

- diet, feeding schedules, eating habits
- rest, sleep and activity schedules
- exercise and play
- immunizations and medical supervision
- physical handicaps and injuries
- safe environment--home and community
- security, love and affection

*Identify behaviors that indicate acceptance of children

*Identify practices that promote physical development and health

IV. SOCIAL DEVELOPMENT AND RELATIONSHIPS

SOCIAL growth patterns--birth through adolescence

*Trace patterns of social development

*Identify practices that promote social development such as developing cooperative relationships with siblings and playmates and practicing social skills and manners

PRINCIPLES of guidance and discipline for different stages of development

*Identify the importance of guidance and discipline for different stages of development

*Identify various conflict situations and ways to handle them

INTERACTION with grandparents and other adults

*Describe how a child's interaction with others fulfills psychological needs for both parties

SOURCES of help for children

*Identify sources of help for children with apparent behavior problems

V. EDUCATIONAL AND MENTAL DEVELOPMENT

THEORIES of child development

*Compare various theories of child development, e.g., Piaget, Erickson, etc.

SELF-expression and language development (104)

ENCOURAGING intellectual growth, curiosity and imagination

*Identify practices which promote optimum mental development

*Practice responding to questions in ways which encourage further questioning

SELECTING books and reading to children

*Identify characteristics of books which appeal to children at different stages of development

*Develop techniques for reading to children of different age groups

BENEFITS and dangers of television and other forms of media ▲

PRINCIPLES for program selection

*Analyze suitability and appeal of television programs commonly watched by children (105) (106)

*Prepare guidelines for television usage for young children

INTRODUCING children to music, art, dance, theater, etc.

*Survey and evaluate community opportunities for children participating in the arts

MAKING decisions about attendance at nursery school, Sunday School, etc., and about out-of-school lessons

*Describe the advantages and disadvantages of nursery school, Sunday School, and special lessons for young children

*Identify issues related to school readiness

VI. EMOTIONAL DEVELOPMENT

PROMOTING a positive self-concept in children

*React to small children in ways that encourage independence, responsibility and a positive self-concept

TYPICAL childhood emotions

*Identify ways to deal with childhood emotions, i.e., fears, jealousy, lack of confidence, etc.

RELIGIOUS or spiritual attitudes and experiences--moral development

*Describe habits and behaviors which contribute to emotional stability and a sense of security

*Identify ways children acquire morals

TRADITIONS

*Explore various family traditions and describe ways of passing them on

INFORMATION and attitudes about sex, sex roles and stereotypes

*Explain how children acquire attitudes about sex, sex roles and stereotypes

*Explain the effects of sex roles and stereotyping on the development of children

*Identify information related to sex which children may seek

HELPING children face illness, handicaps, disappointments and death

*Describe possible reactions of children to these events

*Suggest ways to handle children's questions and reactions

*Locate books which can be used to increase children's understanding of crises in life

VII. PLAY--PURPOSES AND SUPERVISION

TYPES of development encouraged by play

*Identify play situations which encourage physical, mental and/or emotional development

TYPES of play equipment (107)

*Identify various types of toys, games and play equipment that encourage physical, mental or emotional development--indoors and outdoors, group and individual ⬆

*Evaluate play equipment in terms of safety and suitability to various stages of development

HOBBIES and special interests

*Explain the advantages and disadvantages of children having hobbies and special interests

THE adult's role in supervising play (108)

*Select or construct play materials to aid development

*Practice the role of an adult when supervising play

VIII. THE CHILD WITH SPECIAL NEEDS

SPECIAL needs children

*Identify the various special needs, e.g., gifted, handicapped, chronic illnesses

WAYS to deal with special needs children

*Explain ways to assist special needs children

PROGRAMS and services to assist children with special needs

*Identify community services for special needs children

IX. CHILD ABUSE (109)

FORMS of child abuse

*Distinguish between discipline and abuse

*Describe various forms of child abuse, i.e., physical, mental, emotional

*Identify sources of child abuse, i.e., family, community, school

CAUSES of child abuse

*Identify possible causes for abuse, i.e., expectations, misunderstanding, lack of knowledge, lack of love

EFFECTS of child abuse

*Identify possible short- and long-term effects of child abuse

PREVENTION and treatment

*Identify community sources in preventing child abuse, i.e., educational programs for parents and/or children

*Determine signs that would suggest a child needs special help and identify sources for that help

X. THE SCHOOL-AGE CHILD THROUGH ADOLESCENCE

PREPARATION for school

*Evaluate play, school, work and leisure activities as a means of learning

HOME cooperation with teachers and other school personnel

*Identify attitudes toward school and ways to promote positive attitudes

TEACHING about money--use of allowances

*Clarify attitudes about money to be taught to children

*Explain advantages and disadvantages of various means of giving a child money

YOUTH groups or activities such as Scouts, Little League

*Describe advantages and disadvantages in youth group activities

DISCIPLINE and routines--encouraging self-direction

*Apply basic principles of guidance and discipline to a variety of situations

HOBBIES and other recreational activities, including use of TV

*Describe leisure activities suitable for school-age children

ATTITUDES toward worksharing in household tasks

RELATIONSHIPS with friends and siblings

*Identify ways to promote positive relationships with others and to handle conflicts that may arise

SEX roles and attitudes--providing sex information

*Identify ways to overcome sex stereotypes

ENCOURAGING independence, skill development and career exploration

*Describe ways children learn wholesome attitudes toward work

CHILD CARE OCCUPATIONS I

Content Outline

Grade 11

Year Course

This training level course is designed to provide students interested in a career in child care occupations with the information and practical experiences needed for the development of job related competencies. The students will be provided laboratory experience either in a school-based nursery group or an extended campus facility. They will be expected to develop appropriate skills in maintenance of the facility and in assisting with the children's activity. Classroom study is concerned with the philosophy and management of child care centers. The major learning experiences will involve actual work with the children, and preparation for that activity.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- CAREER opportunities in child care
- CHILD CARE facilities and equipment
- HEALTH and safety regulations and practices
- NUTRITION and food in a group setting
- EDUCATIONAL and creative activities
- ASSISTING in the child care facility

I. CAREER OPPORTUNITIES IN CHILD CARE

OCCUPATIONAL and career opportunities within the community

*Examine career opportunities in child care within the community (110)

ATTITUDES and skills related to employability

*Describe skills and competencies required in various child care related occupations

*Develop professional characteristics and qualities as a child care worker

PERSONAL skills and interests

*Evaluate personal skills and interests in relation to specific career goals (111)

RATIONALE for further education and/or training

*Identify reasons for seeking further education and/or training

JOB and educational opportunities for a career in child care

*Identify places to obtain further education and/or training

*Plan for further education and skill development to prepare for the type of employment desired

II. CHILD CARE FACILITIES AND EQUIPMENT

TYPES and funding of child care facilities

*Identify types of facilities that provide child care and sources of funding

SELECTING, care and maintenance of equipment and facilities

*Describe typical equipment used in child care facilities and ways to maintain it

*Perform housekeeping activities in order to maintain high standards of safety, sanitation, and attractiveness ▲

PERSONNEL requirements for different facilities

*Investigate personnel requirements for different facilities within the community

SERVICES available in the community

*Identify services available for assistance in a child care facility

III. HEALTH AND SAFETY REGULATIONS AND PRACTICES (112)

SAFETY hazards

*Recognize and remedy safety hazards ▲

SELECTING toys, clothing and activities that promote health and safety of the child

*Select safe toys and supervise their use

IDENTIFYING symptoms of illness in children

*Identify symptoms of illness in children and provide appropriate referrals in order to control infection

ASSISTING a child who is ill

*Apply skills in handling illness and emergencies

DEVELOPING first-aid skills (liability)

*Practice simple first-aid procedures for nosebleeds, burns, cuts and bruises, etc.

LAWS regarding health and safety regulations

*Explain the legal requirements that must be met by licensed child care facilities

IV. NUTRITION AND FOOD IN A GROUP SETTING

SANITATION in the preparation and serving area

*Practice personal sanitary and safety habits

FOOD preparation skills (113)

*Plan, store, prepare, and serve food which is suitable for children's meals and snacks within a facility's budget and meeting Department of Children and Family Services' regulations ▲

V. EDUCATIONAL AND CREATIVE ACTIVITIES

PLAY activities

*Identify various types of play and their values for children; consider the social, physical, intellectual, and emotional needs of children

MATH, science, music and art activities (114) (115)

*Evaluate a variety of activities for appropriateness for different developmental stages

READING to children

*Utilize reading technique skills when reading to children

PLANNING, organizing and directing activities (116) (117)

*Plan, organize, and direct activities for a group of children for limited periods of time

EVALUATION of activities

*Evaluate activities in terms of their contribution to the wholesome development of children

VI. ASSISTING IN THE CHILD CARE FACILITY

CHILD care facilities available in the community

*Analyze and evaluate various child care facilities within the community

PHILOSOPHY and administrative policies

*Explain the philosophy and administrative policies of different facilities

*Follow philosophy and administrative policies of the child care facility where one works

GUIDANCE and communication techniques in working with children (118) (119)

*Identify and practice positive guidance techniques in communicating with children (120) (121)

ASSISTING, supervising routine activities

*Supervise routine activities related to rest time, bathroom, independent play, meal preparation and service

*Evaluate activities in terms of accomplishing objectives

RECORD keeping

*Participate in required record keeping, i.e., emergency cards, attendance, and other routine clerical responsibilities

CHILD CARE OCCUPATIONS II

Content Outline

Grade 12

Year Course

This course continues the learnings begun in Child Care Occupations I. The emphasis, however, is more on the administration of the child care facility. Caring for infants and special needs children will also be considered. At the end of this course, students should be able to take a position in a child care facility and perform creditably. The major learning experiences will involve actual work with the children and discussion of the learnings and problems which arise from that activity.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- PROGRAMMING educational and creative activities for the facility
- INFANT care
- CARING for the special needs child
- COMMUNICATING with parents/guardians
- ADMINISTERING the child care facility

I. PROGRAMMING EDUCATIONAL AND CREATIVE ACTIVITIES FOR THE FACILITY

FACTORS to consider in planning and implementing activities

- type of facility
- philosophy of facility
- objectives of facility
- clientele
- physical environment
- available resources

*Explain factors to consider in planning and implementing activities in a child care facility ▲

*Develop a personal philosophy of working with children in a group setting

II. INFANT CARE

SPECIAL needs of infants

*Describe special needs of infants ▲

*Respond to infants in ways which will stimulate their intellectual, physical, and social development ▲

SAFE, appropriate environments

*Maintain a safe and healthful environment for infants

EQUIPMENT for infant care

*Identify and maintain equipment needed for care of infants

III. CARING FOR THE SPECIAL NEEDS CHILD

CHARACTERISTICS

*Describe characteristics of children with special needs

DEVELOPMENT of the exceptional child

*Analyze the development of the exceptional child

ATTITUDES and feelings toward exceptionality

*Clarify personal attitudes and feelings toward exceptional children

TECHNIQUES in assisting the special needs child

*Use appropriate techniques in assisting a special needs child

IV. COMMUNICATING WITH PARENTS/GUARDIANS (122) ▲

INTERVIEWING parents/guardians

*Use techniques to obtain information concerning child, i.e., interviews and questionnaires

*Interpret the philosophy of the facility when communicating with parents or guardians

CONFERENCES

*Observe, record and report child behavior in objective ways

- *Develop evaluation instruments to communicate with parents, guardians, and supervisors

- *Communicate with fellow students, supervisors, parents, or guardians about children's progress, needs, and problems

V. ADMINISTERING THE CHILD CARE FACILITY

SELECTING a facility to administer

- *Compare philosophies and practices of community facilities

- *Evaluate buildings/location in terms of meeting child care needs

EQUIPMENT selection

- *Determine equipment needs for a particular facility

- *Identify factors to consider when selecting equipment

LEGAL requirements

- *Investigate local and state regulations for operating a facility, i.e., Department of Children and Family Services

- *Explain the rationale for these regulations

RECORD keeping

- *Set up a record keeping system for a child care facility

- *Identify expenses and sources of income for a child care facility

SCHEDULING

- *Investigate use of the computer for record keeping and scheduling

- *Practice scheduling and program planning for a child care facility

COOPERATION with other community agencies

- *Identify community agencies and describe types of assistance that they offer child care facilities

PERSONNEL management

*Describe basic principles to follow in working with personnel in a center

PUBLIC relations

*Participate in public relations activities held at a child care facility

PHILOSOPHY and policies of a particular center

*Interpret and follow policies of a particular center

HOME ECONOMICS RELATED OCCUPATIONS COURSE

Content Outline

Grades 11 and/or 12

One or Two Year Course

Home Economics Related Occupations is designed for junior and/or senior students interested in pursuing careers in occupations such as:

- Child Care and Guidance Management and Services
- Clothing, Apparel, and Textiles Management, Production, and Services
- Food Production, Management, and Services
- Home Furnishings and Equipment, Management, Production, and Services
- Institutional, Home Management, and Supporting Services
- Interdisciplinary Programs with Marketing.

Students are released for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration, skills related to the job and improving students' abilities to interact positively with others. For skills related to the job refer to skill development course outlines of the desired occupation.

A qualified vocational home economics coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

A grid illustrates how the material could be divided if taught in 2 years.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- FURTHER career education opportunities
- HERO/coop/interrelated programs
- PLANNING for the future
- JOB seeking skills
- PERSONAL development
- HUMAN relationships
- LEGAL protection and responsibilities
- ECONOMICS and the job
- ORGANIZATIONS
- JOB termination

I. FURTHER CAREER EDUCATION OPPORTUNITIES

1st yr.	2nd yr.	
	X	NEW, emerging and established home economics related occupations (123)
		*Identify new, emerging and established home economics occupations
	X	CAREER development patterns over the span of a life time
		*Identify factors that influence career patterns
	X	ENTREPRENEURSHIP--starting a business
		*Identify self-employment opportunities
		*Explain advantages and disadvantages of being self-employed
		*Determine personal skills or services that are marketable (124)
	X	FURTHER educational opportunities
		*Investigate opportunities at various educational and training centers, i.e., general cost, financial aid, academic requirements, application forms
	X	COMMUNITY resources available for further education information about career development
		*Use community agencies available for career exploration, i.e., career exploration centers, career counseling centers
X	X	IMPORTANCE of volunteer work
		*Recognize the importance of volunteer work in gaining experience
		*Identify places to obtain volunteer work experience

II. HERO/COOP/INTERRELATED PROGRAMS

X X APPLICATIONS for coop or interrelated work

*Apply for admission to a coop program

X X WORK permits

X __ SOCIAL security cards and numbers

X X W-2 forms

*Obtain needed work permits and other forms

X X TRAINING plans and training agreements ▲

*Explain and follow the provisions stated in the training plan

X X YOU and the school ▲

- responsibilities as a student
- representing the school on the job

*Interpret and abide by agreements or contracts with school and employer

X X REASONS for working

- financial need
- self-expression and personal esteem
- provide goods and services for others
- provide experiences as a basis for future jobs

*Identify personal reasons for working and attitudes toward work

III. PLANNING FOR THE FUTURE

__ X CAREER development plans

X X PERSONAL development plans

*Set up personal career goals and make career development plans

X X PRESENT and future career goals

*Identify ways to progress on the job.

*Give examples of ways in which career plans may change as one changes and matures and external forces that may affect those plans

____ X RELATIONSHIPS between occupation and life style

*Analyze how various occupations affect life style

____ X INTERESTS, values, capabilities and commitment to occupational choice (125)

*Appraise individual interests, values, capabilities and commitment to various occupational choices

X ____ PERSONAL satisfaction gained from a career

*Describe possible satisfactions to be gained from a job

____ X TRADE-offs among personal values when selecting a career

*Recognize possible trade-offs due to career decisions

____ X PREPARATION for different occupational choices

*Identify ways to prepare for various occupational choices

X X COMPUTER applications on the job (refer to specific subject matter area)

IV. JOB SEEKING SKILLS (126)

X X CHARACTERISTICS related to employability

*Identify characteristics that tend to make one employable

*Analyze personal characteristics and skills in relation to a particular occupation or occupational cluster

*Make plans for developing personal characteristics and skills to increase employability

____ X SEARCHING for employment

*Identify various sources of information regarding employment possibilities, i.e., library research, networking, media advertisements, employment agencies, etc.

X LETTERS of inquiry and application forms

*Fill in application forms and write letters of inquiry for different types of employment

X RESUMES/data sheets and job records (128)

*Devise a system for keeping job/work records

*Prepare a personal resume and data sheet

X LETTERS of recommendation/reference

*Select and ask appropriate persons for letters of recommendation and/or reference

X X INTERVIEWS and employment tests

*Prepare to respond to possible interview questions

*Research the company or establishment for which one is being interviewed

*Participate in job interviews

X HANDLING job acceptance or rejection

*Respond to an acceptance or a rejection to a job seeking situation

V. PERSONAL DEVELOPMENT

X X SELF-understanding and development

*Develop increased self-understanding and a positive self-concept and attitude

*Identify situations that cause personal stress

*Practice techniques for handling stressful situations

X X APPEARANCE

*Recognize the importance of making a good impression

*Practice grooming habits appropriate for a particular job

*Select appropriate clothing for both interviews and work environment

X MANAGING employment and home life

*Devise a plan to manage work and home responsibilities so that neither is neglected

*Recognize possible stresses of working and managing in various living environments

*Recognize possible leisure activities for relaxation and personal renewal

*Appreciate the value of leisure activities in enhancing a self-concept

*Identify the changing roles and responsibilities of the working family

VI. HUMAN RELATIONSHIPS ▲

X EMPLOYER - employee - organizational charts

X CO-WORKER relationships

X CLIENT/customer relationships

X IMPORTANCE of working toward mutually beneficial objectives

X ADAPTING to the personality and needs of others

X IMPORTANCE of maintaining an objective point of view in business relationships

X X WRITTEN communications

*Recognize the importance of well-written communications

*Practice writing skills important for various jobs

X X VERBAL and nonverbal communications

*Identify and practice proper verbal and nonverbal forms of communications

*Compare the effects of proper and improper verbal and nonverbal forms of communications

X X QUALITIES of a good employee

*Identify and practice dependable and responsible habits in holding a job, i.e., maintaining good health, going to work unless one is really sick, making arrangements with employer when one is sick, etc.

*Interact positively with employers, fellow employees and customers by being honest, showing willingness to tackle new responsibilities and knowing the importance of saying "I don't know"

VII. LEGAL PROTECTION AND RESPONSIBILITIES

X ON the job safety

*Identify federal, state and local government safety regulations, i.e., OSHA

*Recognize safety hazards on the job

*Follow safety practices on and off the job

X X ONE'S legal record and its effect on future employment

*Identify consequences related to employment because of criminal actions, i.e., DWI, drugs, shoplifting, etc.

*Observe laws so as not to incur arrest or a criminal record

X COMPLYING with policies and procedures

*Use appropriate channels for requesting information, interpreting policy and resolving grievances

*Identify laws affecting business and industry

X HISTORY of child labor laws

*Identify the pros and cons of child labor laws

*Identify issues related to minimum wage laws and exceptions to the laws

VIII. ECONOMICS AND THE JOB

_____X COST of your job--Is it worth it?

*Identify expenses associated with being employed, e.g., travel, child care, wardrobe, and taxes

X_____ FRINGE benefits of the job

*Identify fringe benefits offered by employer, e.g., insurance, paid holidays, vacations, day care, worker's compensation, etc.

_____X SOCIAL security and retirement plans

X_____ SALARY/WAGES

*Determine actual income after deductions, e.g., taxes, social security, insurance, etc.

*Prepare tax forms

X_____ BANKING services

*Make decisions about using community agencies such as banks, credit unions, and insurance companies to aid in financial management

X_____ MANAGING your money

*Plan the use of money earned on the job

*Identify responsibilities and practices of using credit

*Prepare and follow a budget for money earned

IX. ORGANIZATIONS

_____X LABOR unions

*Identify purposes and functions of labor unions

*Identify the contributions of labor unions to worker well-being, e.g., increased wages, health and safety benefits, etc.

*Evaluate the pros and cons in joining a labor union

____X_ STUDENT organizations

*Follow parliamentary procedures

*Recognize the benefits obtained from student and youth organizations

*Become an active member of a school youth group and conduct activities

____X_ POLITICAL, professional, and business organizations

*Identify political, professional and business organizations associated with various jobs and careers

*Explore the contributions of organizations to jobs

*Recognize the value of organizations in developing leadership characteristics

X. JOB TERMINATION

____X_ RESIGNING (129)

*Follow appropriate procedures when resigning from a job, i.e., sufficient notification time, letter, communicating with employer, personnel forms or termination interview

____X_ DISMISSAL

*Identify reasons why people might be dismissed from employment

*Identify possible psychological and physiological changes that can occur when dismissed from a job

*Recognize growth possibilities because of a job dismissal

____X_ UNEMPLOYMENT compensation

*Identify sources of compensation and ways to apply

____X_ CAREER and job transitions

*Plan for career and job transitions

*Identify ways to adjust to career transitions, whether from voluntary or involuntary causes

Resources for this course can be obtained from the Curriculum Publications Clearinghouse (see reference section):

Handbook for Cooperative Vocational Education in Illinois, #116.

Entreprenuership Education, #166.

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FHA-HERO ACTIVITIES FOR
CHILD DEVELOPMENT
TO BE DEVELOPED BY
FHA-HERO STUDENTS

1. Invite a panel of new mothers, including teen age mothers, to explain adjustments they encountered during their pregnancy. To prepare for the panel, divide the class/chapter into teams to study and prepare questions for the panel.

2. Invite a pediatric nurse to demonstrate the early care of an infant.

3. Prepare cartoon examples of "Do's" and "Don'ts" for child care, based on principles provided by the teacher. Compile in booklets and distribute at doctors or dentists offices. For example, the principle is: Announcing limitations beforehand makes it possible for a child to make a choice acceptable to the parent. The "Don't" cartoon might show a parent asking, "Which of your toys do you want to take to Grandma's?" When the child says, "My drum," the parent says, "Oh no, you can't take such a noisy toy." The "Do" cartoon would show the parent asking, "Which of your quiet toys do you want to take to Grandma's house?"

4. Prepare a series of questions to ask a young child and the parents about TV programs. View a program with the child and use the questions to identify the child's perceptions. Interview the parent. Combine information and use as a basis for determining benefits and dangers of TV.

5. Study the uses and care of various toys and equipment. Develop mini-demonstrations to present to preschool children to teach them how to care for their own toys.

FHA-HERO ACTIVITIES FOR
CHILD CARE OCCUPATIONS I
TO BE DEVELOPED BY
FHA-HERO STUDENTS

1. Form FHA-HERO committees to perform daily housekeeping duties in the child care lab. Include young children on each committee. Rotate the duties and have the "experienced" committee teach the new committee.

2. Form a safety watch committee. Survey the child care facility for potential safety hazards. Teach others how to prevent hazards. Develop posters for quick reference as preparation for emergencies.

3. Collect, cut, paste, and laminate food pictures on flash cards. Use to:

   A. Stimulate plans for snacks.

   B. Determine which foods are appropriate to use for children's snacks in relation to nutritional value, cost, preparation time, etc.

   C. Introduce new food concepts to the children.

4. Form FHA-HERO volunteer teams to assist with child care activities at local day care centers, nursery schools, and kindergartens. Plan a program and notify the facilities of your availability.

FHA-HERO ACTIVITIES FOR
CHILD CARE OCCUPATIONS II
TO BE DEVELOPED BY
FHA-HERO STUDENTS

1. Develop a brochure explaining the child care program and facilities. Distribute to parents and other students to serve as a recruiting device.

2. Develop and present a babysitting program designed to help junior high students cope with babysitting for infants and young children.

3. Develop items that can be made at home to be used to stimulate the intellectual, physical and social development of the infant. Share with parents at an open house and use with infants in the day care center. Photograph and give directions for making. Share through a news article or pamphlet.

4. Assemble a newsletter to be sent to the parents. Include finger plays, songs, etc. used in the center for the parent to reinforce learnings at home. A summary of readings that might be helpful to parents, policies, samples of lesson plans used, names and addresses for carpooling, and names of individuals who are available for sitting might be included.

5. Study needs of children in relation to equipment and toys. Raise money to purchase then donate the equipment or toys to the center.

FHA-HERO ACTIVITIES FOR HOME ECONOMICS RELATED OCCUPATIONS COURSE TO BE DEVELOPED BY FHA-HERO STUDENTS

1. As a class/chapter brainstorm provisions the student would expect to find in a training plan of an employer. Determine why the plan is important to the student and employer. Develop a series of suggestions for the student to use to fulfill the obligations stated in the training agreement.

2. Identify responsibilities expected of students while in school. Have the class/chapter officers record ideas on the board--for each school responsibility identify similar responsibilities that occur on the job. Have each student list personal job responsibilities on a card that could be stored in a billfold for use while on the job. Use the card ideas for discussion purposes and evaluation while the student is on the job.

3. Throughout the course invite a variety of employers to share ideas on job availability, expectations, skills required, and characteristics needed to be successful on the job. Summarize each session by listing characteristics necessary and how one could prepare for that job. Keep all the summaries together. Use the materials to help students make career decisions and as reading material for students who have been absent from class. Make copies available to the guidance office for students to study while waiting.

4. Have each class/chapter member write letters of application and complete application blanks. Form employer committees within the class/chapter to review applications and make recommendations to improve the applications. Develop a list of do's and don't's and collect good examples of letters and applications. Duplicate and make several copies available as learning packages to be used by other students in the library or in the guidance center.

5. For a class/chapter program, have students submit job related human relation situations they have been involved in or have observed while employed. Have the students present as many alternative suggestions as possible to solve the problems. Summarize by developing a list of positive suggestions for handling human relationships.

6. Assign class/chapter committees to determine the actual cost of employment for various jobs. Include personal costs such as transportation and union fees; child care, and wardrobes. Summarize by determining which jobs are most expensive and how costs could be reduced.

Topic: Physical Growth Patterns of Children

Objective: Identify the general sequence of motor development in children.

Activity:

1. Provide magazines which have many pictures of children such as Parents or American Baby. Have students find pictures of children at different stages of development. For example, a baby holding up its head, sitting alone, creeping, being fed, feeding itself, walking, etc.

2. When each student has a number of pictures, call the class together and have individuals tack their collection in the proper sequence on a bulletin board. Encourage them to refer to text materials as needed and correct any errors.

3. Finally make a class time line by arranging all the pictures in developmental order on a long strip of paper--12 to 18 inches wide. Use felt tip markers to label age divisions and mount the strip on a wall or bulletin board.

Note: This exercise may precede or follow a class study of stages in physical development.

Topic: Language Development

Objective: Identify appropriate ways to respond to a child to encourage language development.

Activity:

1. Share with students the information sheet on language development. Ask students to explain why these are important.
2. Have students complete the "Language Development Situations" worksheet.
3. Discuss students' answers. Have students write down possible appropriate responses for each situation.

Note: A follow up activity could be to have students observe and record teacher/child verbal interactions and write down how they might have responded differently to encourage language development.

HOW TO ENCOURAGE YOUNG CHILDREN'S LANGUAGE DEVELOPMENT

INFORMATION SHEET

1. Listen attentively to children as they talk. Be truly interested.

2. Use eye to eye contact to show your interest.

3. Avoid baby talk when speaking to children.

4. Do speak clearly and use good grammar.

5. Speak in complete sentences, but make them short and simple.

6. Take children seriously. Avoid laughing at what they say (no matter how cute or funny).

7. Rather than correcting children's errors by telling them to say it again, the teacher should restate the word correctly in a sentence which responds to the thoughts or questions.

   EXAMPLE: child - "My dad caught three mouses last night."
   teacher - "Your dad caught three mice!!"

   EXAMPLE: child - "My mother takes me to the livrary."
   teacher - "Did you get some books at the library?"

8. Increase children's vocabulary and understanding of our world by using descriptive language, verbalizing everything you do with children, and encouraging further conversation when they speak.

   EXAMPLE: child - "Look at my new shoes."
   teacher - "Your brown buckle shoes look comfortable."

   EXAMPLE: child - "My boat is a girl boat."
   teacher - "How do you know your boat is a girl?"
   child - "I named her Mary."

   EXAMPLE: teacher - "We added one raw egg. Now we will pour into the bowl one-half cup flour and blend with a hand mixer.

9. If a child stutters give him eye to eye contact and wait until he finishes. Don't give him the word or talk for him. Avoid an impatient look on your face.

10. Encourage the child who does not often talk to speak by asking questions that require more than a yes or no answer. Do not respond immediately to nonverbal communication--have the child use words for his needs.

LANGUAGE DEVELOPMENT SITUATIONS

Directions: Write a more appropriate teacher response that could enhance language development.

1. Child asks for a piece of red construction paper and the teacher responds, "I ain't got none."

2. It's the first day of school. A child says, "Where's the bathroom?" The teacher says "Out there." (pointing toward the door)

3. Teacher says, "We are having group time now and during group time we all sit down so you must sit down now so I can begin to read this story."

4. During a cooking activity the teacher said, "Put that stuff in here."

5. The child asked why his balloon stuck to his hair. The teacher said, "You have static electricity. The electricity is caused by rubbing the balloon on a surface when the air is dry."

6. The teacher says, "Hi ya Silly Billy. Whatcha doin?"

7. The child measured his block with a ruler and responded, "36 pounds". The teacher laughed and the child looked confused.

8. A child comes up to the teacher with stretched out hands full of red paint. She sticks them in front of the teacher and the teacher begins to wash the child's hands.

9. While in doll play the teacher said, "Beby soo tired. She needs to peep."

10. During snack the teacher said, "Do you want milk?" A little later, "Do you want crackers and cheese?" A little later, "Are you finished eating?"

11. The child comes to school and said, "Teacher, look at my shirt," The teacher said, "Yes, pretty."

12. The child said, "I gone to my Grandpa's last night". The teacher said, "No, you should say you went to Grandpa's last night.

Topic: Effects of Television

Objective: Analyze personal T.V. habits and attitudes towards young children watching T.V.

Activity:

1. Ask students why they watch T.V. [Obtain as many reasons as possible and possibly have other students raise their hand if they agree with an answer given by another student.]

2. Then have students fill in the "T.V. Viewing Survey" worksheet.

3. Compile the class data during a class discussion [One or two students could assist counting hands and writing on the chalk board.]

4. Have students share reasons for their answers on questions 6-11. Discuss, using some of the following guide questions: [Use the T.V. information sheet to guide students.]

   a. Do you think we watch too much T.V.? Why?

   b. What effect do you think it has on us?--our relationship with other family members?--positive and negative.

   c. What are some of the possible problems caused by young children watching T.V.?

   d. What are some possible ways to avoid or handle these problems?

   e. Let's say that when you go home tonight every T.V. in the U.S. has disappeared and there is no way to get another one. What do you think you would do? What kind of activities might take place? How might this affect family relationships?

5. Have students plan activities that they could do for one week that would exclude the television. [for children and themselves.]

Note: This activity could be followed by an exercise of not watching T.V. for a couple of days and noting the affects.

T.V. VIEWING SURVEY

1. How many hours a day do you watch T.V.?____________________

2. Would you like to be able to watch more than you do now? ___yes ___no. For what reason?

3. What time is the T.V. turned on at your house?____________________

4. What time is the T.V. turned off at your house?____________________

5. What type of programs do you watch? [please check]

    _____1. soaps

    _____2. news

    _____3. educational programs

    _____4. family shows

    _____5. police stories

    _____6. game shows

    _____7. movies

    _____8. other, such as, ____

6. Do you have preschoolers in your household? _____yes _____no

7. Should preschoolers be allowed to watch T.V.? Why or why not?

8. How much time should they be allowed to watch T.V. a day?

9. Who should determine what programs the preschooler watches?

10. How many hours a day should adults in the household interact with the children? [Not T.V. interaction.]

11. At what age do you believe children should be allowed to choose their own T.V. programs?

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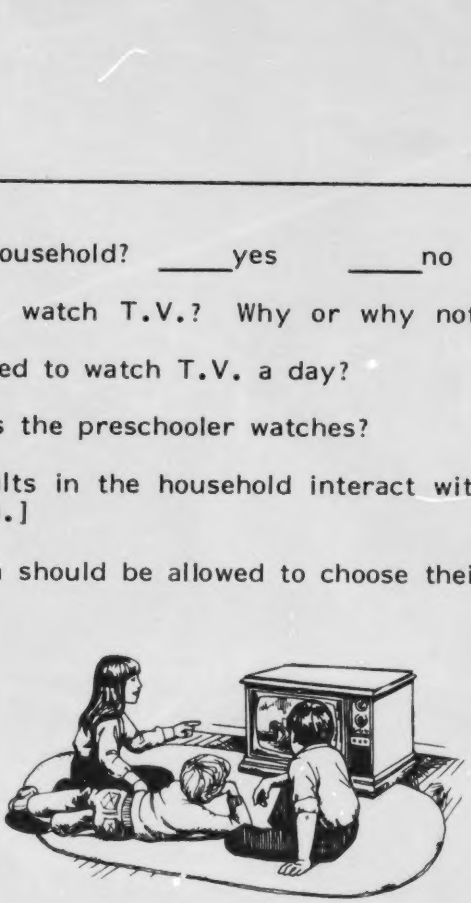

T.V. INFORMATION SHEET

Children need to acquire functional skills in communication--reading, writing, and expressing themselves clearly--in order to function as a social being. The television experience does not further verbal development because it does not require any verbal participation, merely passive intake.

According to Ralph Garry, a professor of educational psychology and a writer for children's T.V., it is estimated that about one-third of all three-year-olds watch T.V. fairly regularly, and by the time they are five or six they are regular viewers. Viewing hours being right at 30 hours per week; almost a full-time job.

What effect T.V. has on young children is not completely known. But there are certain premises that appear to be factual, for example:

1. Not until the age of six or seven can a child make much sense out of a T.V. story.
2. Young children, however, do have enough contact with image and sound to be involved and affected emotionally.
3. Some critics think children's emotional development can be seriously impaired by unregulated viewing.
4. Too much exposure to T.V. can interfere with learning rather than enhancing it.
5. Young children cannot always determine what is real and what is fantasy, therefore, they believe what they see on news reports, commercials, etc.
6. Programs involving children have a greater impact than do adult programs.
7. The child's brain grows at a rapid rate during the ages of three to five. Communication is extremely important, as well as the use of the five senses.
8. Studies show that young children need sensory style of learning; they need many concrete experiences. They must see, feel, hear, taste and smell to get the feedback needed for increasing comprehension of the environment surrounding them.
9. As an environment for children, T.V. lacks a very basic ingredient--there is neither feedback nor interaction. Children can only be passive recipients.
10. What T.V. programs preschoolers watch may not be as questionable as to the amount of time spent watching T.V.

Topic: T.V. Evaluation

Objective: Evaluate T.V. programs for appropriateness for young children.

Activity:

1. Have students watch a television program that young children might watch. Instruct them to complete the T.V. program evaluation form.
2. Ask students to share information about the shows they watched.

Discussion questions:

a. What would a child learn from watching the program?

b. If you were a parent would you want your children to watch this program? Why or why not?

c. How much time should children be allowed to watch television?

d. Who should determine what programs children watch?

e. When should children be allowed to choose what they watch?

EVALUATION OF T.V. PROGRAM

1. NAME OF PROGRAM:______________________________
2. TIME OF DAY:__________________________________
3. LENGTH OF PROGRAM:____________________________
4. SUITABLE FOR AGE GROUP:_______________________
5. CONTENT OF THE PROGRAM:

6. CONCEPTS TAUGHT:

7. WERE CONCEPTS REPEATED? HOW?

8. MORAL IMPLICATIONS FROM THE PROGRAM:

9. VIOLENCE - [TYPES OR TYPE]:

Topic: Toys & Play

Objective: Associate the age of a child with the type of toys appropriate for development.

Activity: (Puzzle)

1. Have students complete the magic square worksheet.
2. Discuss answers.

ANSWER TO MAGIC SQUARE

A 1	B 8	C 6
D 9	E 4	F 2
G 5	H 3	I 7

The magic number is: 15

Note: Another activity could be using pictures of toys or actual toys and asking the students to make a list of ways these toys would help a child grow intellectually, physically and socially. This may be done individually or in groups of 3-4 students.

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MAGIC SQUARE PUZZLE Name ______________________________

DIRECTIONS: Find the term which best fits each description. Put the number of the correct term in the space in each lettered square. If all your answers are correct, the total of the numbers will be the same in each row across and down. If you do not get the same total each way, check for your mistakes. Write the magic number in the space provided.

TERMS

1. 1 to 3 months
2. 4 to 6 months
3. 7 to 9 months
4. 10 to 12 months
5. Parallel play
6. 2 years
7. 3 years
8. Starts taking care of toys
9. blocks

A	B	C
D	E	F
G	H	I

DESCRIPTIONS

A. Things to watch - mobiles, crib jingles.
B. Two years old
C. Toys to push, pull, ride on, or take apart.
D. Versatile toy, good for any age from 1 year to school age.
E. Creep after - toys on wheels, cars, toys to pull.
F. Grasp, shake, chew on - rattles, teething rings.
G. 18 months
H. Pound, bang, throw - blocks, balls, beads on string.
I. Chalk board, miniature broom, dust mops, ironing boards, large puzzles.

THE MAGIC NUMBER IS ________________

Topic: Creative Activities

Objective: Create an appropriate activity for a child, given materials and a location.

Activity: "Entertainment Bag"

1. Below are listed places where children might be and items which might be found in that location to entertain children.
2. Place the listed items, or pictures of these items, in a paper bag with the place marked on the outside of the bag. (Notice, there is one bag with nothing in it. This is intentional to help students realize that sometimes they must entertain "off the top of their head.")
3. Have pairs of students select one bag. Each pair of students should then open the bag and be allowed 5 minutes to plan an appropriate activity for the described location and items. Have students present activity to other class members.
4. After each activity presentation, discuss what made the activity entertaining and meaningful for children and have students provide suggestions for improvements.

LOCATION AND ITEMS

In park

Leaves
Twigs

In sewing room

Thread
Scissors
Cloth

In kitchen

Spatula
Various pots
Wooden spoon

In doctor's office

Books
Magazines

In gym

Nothing

In parent's office

Rubber bands
Paper
Paper clip

NOTE: Students could make up activities using the same materials for children of different ages. How might activities differ?

Topic: Abuse

Objective: Identify reasons for abuse and ways children react to abuse.

Activity:

1. Divide the class into five groups to take on the following roles: Jason, Mother, Sonya, Sonya's parent[s].
2. Read to the students the following situation:

Jason: "Mom, Sonya told me today her parents aren't being good to her."

Mother: "What do you mean?"

Jason: "Well, Sonya says that sometimes her parents leave her alone on some evenings until very late. She is the same age I am: 10! And, today she showed me some bad marks on her legs that she got from a whipping."

Mother: "Jason, you might be jumping to conclusions. Let us think about it for awhile and then we will decide what to do."

Next evening:

Jason: "Sonya talked with me on the playground and said again her parents have been giving her some beatings. Parents really don't do that, do they Mom?"

3. Have students discuss the following questions from the viewpoint of their roles.

   a. If you were Jason's mother what would you do:
      -Consult the teacher
      -Ignore it because children exaggerate
      -Don't want to become involved
      -Refer to Children and Family Services
      -Refer to county/state attorney's office
      -Approach Sonya's parents
      -Consult the minister or family doctor

   b. If you were Jason how would you feel:
      -Befriend Sonya
      -Alienate Sonya for being "different"
      -Gossip to friends
      -Fear own parent[s]

c. Why might Sonya's parent[s] be abusing her?
   - Her parents were physically disciplined
   - They are under stress
   - They don't understand children
   - They have different values

d. Why did Sonya approach Jason with her problem?
   - Peer support and comfort
   - No one else she feels comfortable approaching
   - Feels distant with adults
   - Afraid her parents will beat her more if she "tattles" on them
   - Feels that she deserves the beatings

e. What would you do if Jason came to you about Sonya?
   - Ignore him
   - Choose not be become involved
   - Approach Sonya's parents
   - Consult the principal
   - Report her parents to Children and Family Services

Discussion questions:

a. What are some other forms of abuse besides physical?

b. What might be some causes of abuse?
c. What are some possible effects of being abused?
d. How does stress in some persons lead to abuse?
e. How can friends be of assistance to someone who is abused?

f. Why might children not seek help when they are abused?

g. Why might parents who abuse children and who want help, not seek it?

h. What are some possible sources of help for abusers and the abused?

i. If you know of someone being abused what would you do?

Note: Free brochure, "Life is Precious. Talk is cheap."
Office of Community Relations
Illinois Department of Children and
Family Services
One North Old State Capitol Plaza
Springfield, Illinois 62706

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Topic: Community Child Care Careers

Objective: Identify state requirements for licensing a child care center.

Activity:

1. Have students look in area phone books for names and locations of child care facilities.

2. Have students make arrangements to visit local child care centers to obtain the following information. (Phone interviews could be done instead of visiting the actual place.)

   Information to be obtained:

   a. How does this state define day care or child care centers?

   b. Is licensing required?

   c. How many children may be cared for at one time?

   d. What is the required caretaker to children ratio?

   e. Are there any required qualifications for staff members?

   f. How many square feet of space is needed per child?

   g. What kind of services must be provided?

   h. How much does a license cost?

   i. Who enforces state requirements and how are they enforced?

3. Discuss the information that was obtained.

Topic: Skills and Interests of Child Care Workers

Objective: Compare personal skills and interests with those necessary to become a child care worker

Activity:

1. Have students identify important characteristics needed in order to work with children. (See attached transparency)
2. Then have students fill in the "Could I be a Child Care Worker" worksheet.
3. For statements to which students answer "no", have them write some goals and ways to achieve those goals in order to become a successful child care worker.

Note: The transparency could be used for class discussion or for a bulletin board idea.

COULD I BE A CHILD CARE WORKER?

DIRECTIONS: Read each statement. Circle YES or NO to indicate if you possess that quality needed to work with children.

YES NO 1. I enjoy working with people rather than things.

YES NO 2. I have a great interest in children and their development.

YES NO 3. I have a basic knowledge of child development.

YES NO 4. I know the basic principles of positive child guidance techniques.

YES NO 5. I am sensitive to and skillful in handling children's feelings.

YES NO 6. I have the ability to maintain control in a child care environment, but not in a threatening manner.

YES NO 7. I enjoy participating in children's activities.

YES NO 8. I can make children's play a beneficial experience.

YES NO 9. I can be a model of behavior for children to imitate.

YES NO 10. I have patience when working with children.

YES NO 11. I am a willing worker, able to carry out any instructions given to me.

YES NO 12. I have a sense of humor and a pleasant disposition.

YES NO 13. I am in good health and have great stamina.

YES NO 14. I am punctual and have excellent endurance.

YES NO 15. I realize most child care positions require long hours with low pay. My satisfaction will come from my relationship with the staff, children, and their families.

YES NO 16. I am emotionally stable.

YES NO 17. I speak clearly and use proper grammar.

TRANSPARENCY:

TO ENJOY WORKING WITH PEOPLE

TO BE INTERESTED IN CHILDREN AND FAMILIES

A KNOWLEDGE OF CHILD DEVELOPMENT

TO KNOW BASIC CHILD GUIDANCE TECHNIQUES

TO UNDERSTAND AND ACCEPT CHILDREN'S FEELINGS

THE ABILITY TO SUPERVISE CHILDREN

TO ENJOY PARTICIPATING IN CHILDREN'S ACTIVITIES

MODEL BEHAVIOR FOR CHILDREN TO IMITATE

PATIENCE

TO BE A WILLING WORKER AND FOLLOW DIRECTIONS

A SENSE OF HUMOR

GOOD HEALTH, STAMINA

CORRECT ENGLISH GRAMMAR, CLEAR SPEECH

TO BE PUNCTUAL WITH GOOD ATTENDANCE

Topic: Preventing Communicable Diseases

Objective: Identify practices which promote or prevent the spread of communicable diseases.

Activity:

1. Have students complete the worksheet "How Much Do You Know About Preventing the Spreading of Communicable Diseases?"
2. Discuss each statement with students. Have students determine why each statement practice may promote or prevent spread of diseases.
3. Discuss why it is hard to stop communicable diseases from spreading wherever there are many children?

Note: Obtain a copy of state requirements for licensing a child care center for students to read.

HOW MUCH DO YOU KNOW ABOUT PREVENTING THE SPREADING OF COMMUNICABLE DISEASES?

Listed below are situations you may observe in a child care facility. Circle YES or NO if the situation prevents the spreading of communicable diseases.

YES NO 1. The teacher dried dishes with a cloth towel.

YES NO 2. The teacher cleaned and sanitized the potty chair after John used it and then again after Mary used it.

YES NO 3. Each child sleeps on the same cot every day.

YES NO 4. Mary changed Sue's, John's and Fred's diapers. Then she washed her hands.

YES NO 5. Mary changed Sue's diapers. Then Mary proceeded with snack preparation.

YES NO 6. During the summer, unscreened open windows allowed ventilation and flies.

YES NO 7. Ill children can rest on cots in a separate room until a parent arrives to take them home.

YES NO 8. Infants' toys are cleaned daily.

YES NO 9. In an outbreak of lice the director told two of the thirty families at the center.

YES NO 10. A child is attending the center after being absent three days with chickenpox. His last eruption was yesterday.

YES NO 11. Children drink from a plastic cup kept at the sink.

YES NO 12. The center has a pet turtle named Slowpoke.

YES NO 13. All children and faculty have physical exams before attending or working in the center.

YES NO 14. During snack two children ate pudding from the same bowl sharing the same spoon.

YES NO 15. The teacher observed a red rash on John's stomach. The teacher assumed it was a heat rash.

YES NO 16. Sue put her used tissues back into her pocket.

YES NO 17. Fifteen children washed their hands before snack and dried their hands on the same towel.

Topic: Food Portions for Preschoolers

Objective: Identify food portions for preschoolers.

Activity:

1. Ask students how much food they think a preschooler (3-5 years old) eats? Do for each food group.

2. Share the following information on food amounts for preschool children.

Food Groups	Daily Amounts	Amounts for one meal
Milk and/or milk products	2-3 cups	4-6 ounces
Bread and cereal	4 servings	1/2 slice 1/3 cup cereal
Fruits and vegetables		2-3 TBSP (½ cup for 4 & 5 year olds)
Vit. C - fruit or vegetable	1/3-2/3 cup	
Vit. A - vegetable	2-4 Tablespoons	
other fruits	1 serving	
other vegetables	2 servings	
Meat, Fish and Poultry	1 serving (2-4 TBSP)	2-3 TBSP
Eggs	1 per day	1/2

3. Have students measure different foods and place on plates to show one another.

Discussion questions:

a. How do these serving sizes compare with child and adult portions?

b. What can happen if children are served large portions? How can this be avoided?

c. How can this information assist in the planning and purchasing of foods for children?

Topic: Child Art Activities

Objective: Analyze a variety of art activities for children.

Activity:

1. Provide or have students obtain some art activities for preschoolers. [examples are listed below]
2. Have students analyze the activities using the following criteria:
    a. Is the activity one that needs supervision? or is it a self-help activity?
    b. Is it a controlling or creative activity?
    c. Messy or nonmessy?
    d. Is it an individual or group activity?
    e. For what age is the activity appropriate?
    f. How much time will be needed for the activity? preparation? clean up?
    g. What kind of precautions will need to be taken to do this activity?

- -

Example Activities:

1. STRING ART: Use absorbent string 8" to 12" in length. Put 4 or 5 inches into paint--draw string across paper to make a design.
2. SPONGE ART: Moisten sponge, dip into paint, press lightly on paper to make a design.
3. BLOB ART: Fold paper in half--unfold--drop [by eyedropper, plastic straw or spoon] paint near fold--refold and press down--unfold to see pretty colored magic picture.
4. BLOW ART: Drop paint onto paper with a plastic straw--blow through straw to make interesting designs. Do not share straws.
5. SPATTER ART: Use thinner paint than for easel painting. Dip brush into paint and draw across the screen wire, which is held above the paper. Stencils may be used for a design. White shoe polish is very effective when used on dark construction paper.

Topic: Creativity

Objective: Compare results of different directions for "creative" activities.

Activity:

1. Divide the class into three groups.
2. Give one group the color-by-number ball (A). Give the second group the printed ball (B), and give the third group a blank sheet of paper with directions on it to draw and color a ball. [See attached worksheet for balls A and B.]
3. Allow sufficient time for everyone to complete their work.
4. When the students are finished, display each group's work side-by-side on a bulletin board.
5. Have the students give their impressions of what they observe by looking at the display.

Discussion questions:

a. Which group has the most variety?

b. What kind of choices or decisions did each of the groups have to make? What group did the most thinking? least amount of thinking?

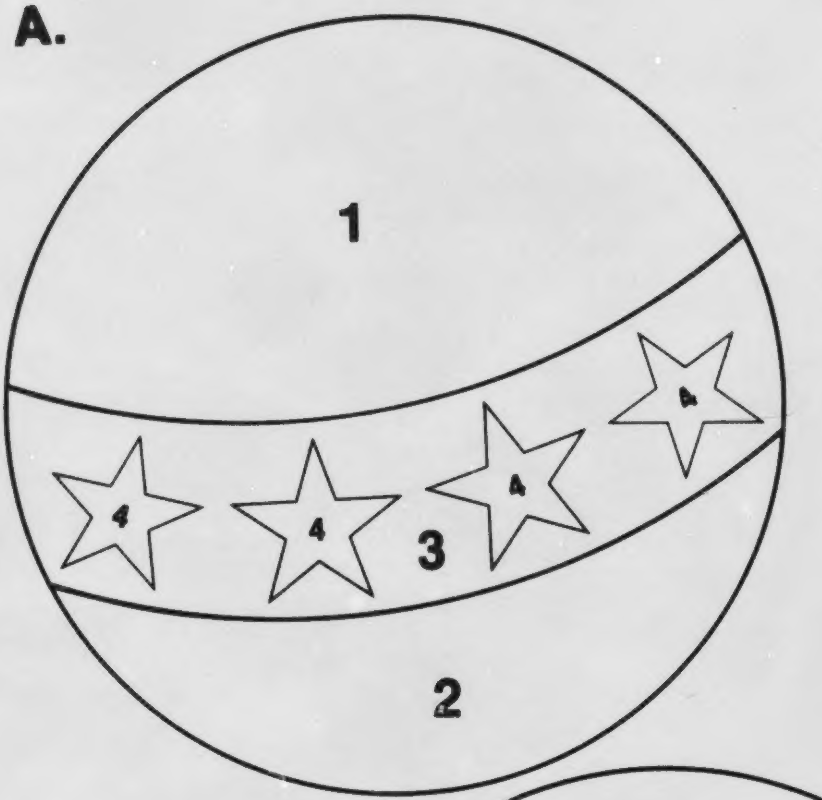
c. What insight does this activity give you in preparing or planning activities?

d. When might it be useful to use each of the approaches?

e. How do coloring books benefit or inhibit creativity?

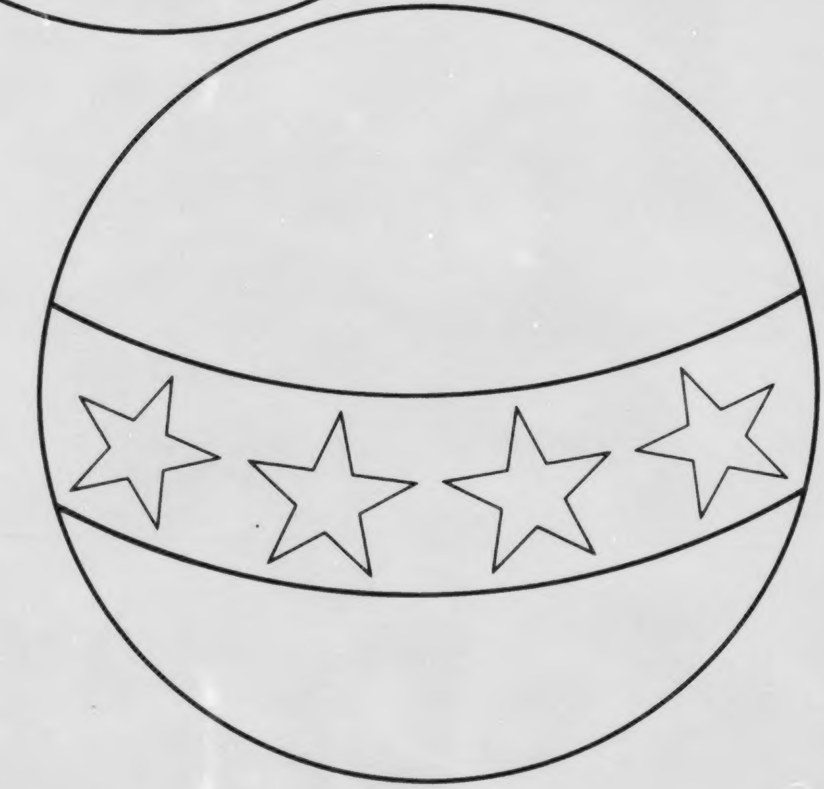
In summarizing, have the students develop an activity that will allow children to be creative.

A.



1 — blue
2 — red
3 — green
4 — yellow

B.



Title: Day Care

Objective: Plan and implement a one-day play school session.

Activity:

1. Have students plan, organize and conduct games and activities that will meet the developmental needs, interests and abilities of 3-4 year olds.
2. The following ideas may be used as a guide to organize the playschool:
   - A) Letter to parent or guardian and registration (see samples)
   - B) Committees:
     1. Name tag committee - make tags for children, include name and age
     2. Hosts (esses)
        - a. greet children and mothers
        - b. assist with coats if necessary
        - c. put name tags on children
        - d. interest the children in participating in activities
     3. Music - active song, story song, group singing, etc.
     4. Games - organized games or general play
     5. Story
     6. Restroom time
     7. Snack - prepare food, serve food, and wash dishes
     8. Take home project - decorate brown lunch bags; may include leftover snacks, homemade coloring books, etc.
   - C) Schedule - a sample schedule based on 50 minutes may be:

10 minutes:	Name tags and free play
10 minutes:	Story time
10 minutes:	Music and games
5 minutes:	Restroom and wash hands
5-10 min.:	Snack
5-10 min.:	Free play and dismissal

Discussion questions:

- a. How might the children react to their parent(s) leaving them?
- b. How can we help the leaving be as easy as possible?
- c. What is the average attention span of 3 and 4 year olds? Does it vary with activities?
- d. What kinds of activities are appropriate for this age?

Dear ______________________,

I understand that you have a child of nursery school age.

Our seventh grade Home Economics classes will have their nursery school sessions on Thursday, September 11. Each of the sessions will be 50 minutes in length and will be held in the Home Economics Department of the Junior High School. We are inviting your child to attend from __________ to ____________.

It will be necessary for parents to be responsible for the delivery and pick-up of their children.

We would enjoy having your child attend a session. If you feel your child would benefit from this experience, please complete the registration form below and return it to school.

Sincerely,

Home Economics Teacher

REGISTRATION FORM

____Yes, I would like my child to attend the play school.

____ No, My child will be unable to attend

Name of child ____

Age: Years:____________ Months:________________ Birthday:________

Address ____

Name and telephone number of person to reach in case of emergency:

____

Brothers and sisters (names and ages):

____

____

List here if your child is allergic to any food or needs any special assistance:

Parent's signature_________________________

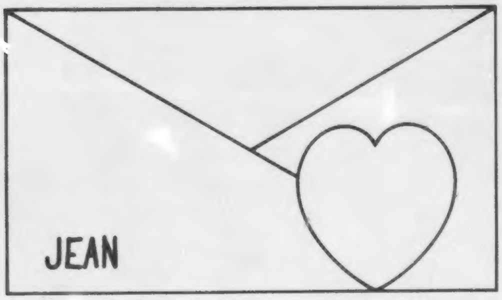
Phone______________ Address________________________________

Topic: Giving Directions

Objective: Identify and practice rules for giving directions.

Activity: 1. Have students do the following activity while you give the directions. (You may want to give directions incorrectly for discussion purposes)

"GIVING DIRECTIONS"



Directions to students: You will be drawing a design as directions are given to you. Do one step at a time in the order dictated.

Steps in Developing Design:

1. Draw a rectangle approximately 6" x 3 ½" in the center of your paper. This would be the size of a small business envelope.
2. In the lower right hand corner of the rectangle draw a heart that is about 2" high.
3. Draw a diagonal line from the upper left-hand corner down to the outside edge of the heart.
4. From the upper right hand corner draw a line to the first diagonal line you made.
5. Print your first name in the lower left-hand side of the rectangle.

Discussion questions:

a. Why do you suppose the drawings differed?

b. What suggestions would you offer for improving the wording of the directions?

c. Why is it important to give clear, concise directions?

d. When would it be important to give clear, concise directions?

e. Why should one speak slowly and loudly?

f. What happens when you give too many directions at one time?

3. Give students these rules for giving directions effectively.

   1. Get the attention of the entire group first.
   2. Check to see that each person has necessary supplies before giving directions.
   3. Give directions one step at a time.
   4. Repeat each step a second time before moving on to next step.
   5. Speak slowly and loudly and enunciate well.

4. Have students practice giving directions to other students. They can check each other to insure that they are doing this properly.

Topic: Communication/Listening

Objective: Recognize that there may be a deeper meaning to what children say.

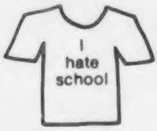
Activity:

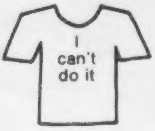
1. Cut T-shirt outlines out of construction paper. Write on them remarks that might be made by children, e.g.,

   ...summers are long

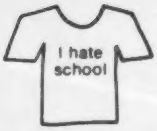
   ...dresses are weird

   ...I'll never get there on time



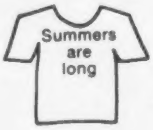


2. Students are to make up the sayings for the back of the T-shirts representing what they think the child may have been feeling when the remark was made, e.g.,



...I feel discouraged

...I don't want to go



...I'm bored

*Note: The T-shirt outlines may be used for making mobiles for the classroom.

Topic: Nonverbal Communication

Objective: Demonstrate nonverbal communication skills in given situations.

Activity:

1. Divide students in sets of two.

2. Have each set of students draw slips of paper from a container.

3. On each piece of paper have written a simple nonverbal message that is often conveyed to others. For example:

   - Stop that!
   - I don't agree at all!
   - It's really nice to meet you.
   - Come, sit down.
   - I don't care for your company.
   - I don't want to listen to you.
   - Don't bother me.
   - Pay attention to me!
   - It's good to see you.
   - I like you.
   - You are really good at that.
   - No!
   - I don't care.

3. Allow students 3-5 minutes to come up with an approach to convey that message nonverbally to the entire class. [Tell students not to tell anyone what message they are trying to convey.]

4. The rest of the class are to guess the message.

Note: This activity could be done combining verbal and nonverbal communications by videotaping the act and then replaying it without the sound for the class to analyze.

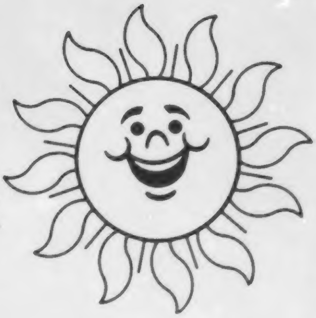
Topic: Positive Guidance Techniques

Objective: Identify positive guidance techniques.

Activity:

1. Show and discuss "Positive Guidance Techniques" transparency.
2. Have students complete the "Positive Guidance Techniques" worksheet.
3. Have students share their responses with each other.

POSITIVE GUIDANCE TECHNIQUES



1. VERBAL GUIDANCE: POSITIVE AND FIRM
   CALM AND KIND
   USE SHORT, MEANINGFUL SENTENCES
   SPEAK TO THE CHILD AT THEIR LEVEL
2. USE POSITIVE STATEMENTS WHEN GIVING DIRECTIONS OR CORRECTIONS. TELL CHILDREN WHAT THEY CAN DO.
3. NEVER MAKE FUN OF A CHILD.
4. GIVE A CHILD A CHOICE ONLY WHEN THEY HAVE ONE.
5. REDIRECT BEHAVIOR WHEN CHILDREN ARE DEMONSTRATING UNACCEPTABLE TYPES OF PLAY.
6. ACCEPT CHILDREN'S FEELINGS EVEN THOUGH YOU MAY NOT ACCEPT THEIR INAPPROPRIATE BEHAVIOR.
7. HELP CHILDREN UNDERSTAND THE LIMITS OR RULES. EXPECT TO REPEAT THEM. BE CONSISTENT.
8. ALLOW CHILDREN TO SOLVE THEIR OWN PROBLEMS WHEN POSSIBLE.
9. BE A MODEL OF BEHAVIOR FOR CHILDREN TO IMITATE.
10. AVOID POWER STRUGGLES. AVOID THREATS.

POSITIVE GUIDANCE TECHNIQUES WORKSHEET

DIRECTIONS: After each statement or situation:

A. Identify the positive guidance technique which is not being used
B. Write a positive statement or technique which would demonstrate respect for young children

EXAMPLE: Don't throw the sand!

A. Use positive statements when giving directions/ corrections.
B. Dig in the sand.

1. Don't throw blocks!
A.
B.

2. John, you dummy, can't you put the puzzle together any quicker?
A.
B.

3. "Tell Tom you are sorry." "NO" "Tell him." "NO" "Tell him."
A.
B.

4. If you don't put your picture in your cubbie, I'll throw it away.
A.
B.

5. Before snack time the teacher asks, "Do you want to wash your hands?"
A.
B.

6. You have observed "Batman", "Wonderwoman", and "Superman", running in the nursery school. They are getting too rowdy, too hot, and too tired.
A.
B.

7. The teacher said, "It's time for a snack so put your toys away and put away your crayons. Stand near the door and when everyone is here, we'll go to the bathroom to wash our hands."
A.
B.

8. The teacher greets the children by picking them up and twirling them around. Eventually, the children are observed trying to twirl each other around.
A.
B.

Topic: Assisting in a Child Care Facility

Objective: Identify and practice positive guidance techniques in working with children.

Activity:

1. Hand out "Nursery School Situations," (attached)
2. Each student should describe what to do and say in each situation. [The goal is to change the child's behavior in a positive manner.]
3. Have groups of 3 or 4 students select 2 of the situations to role play how they would handle the situation during nursery school.

Nursery School Situations

Directions: The following are situations that could be encountered during a nursery school class with preschool children. For each of the situations describe what you would say and do in a positive manner to change the child's behavior.

1. The child cries when the parent leaves the child at the nursery school door.
2. The child refuses to take the coat off.
3. During play, several children begin to scream and yell in very loud piercing voices.
4. One child hits another because the child has a toy the other child wants.
5. Some children are running about the room.
6. It's clean up time and two children busy at play refuse to help.
7. Two children anchor themselves in the back of the playhouse and refuses to come out.
8. You want to do a painting activity with the children but they are enjoying free play.
9. During a trip to the park, three children playing in the sand begin to throw sand in the air and at another child.
10. Two children have carefully stacked all the blocks to make a tall tower and another child runs into the tower and knocks it down.
11. A child cries when required to wear a painting smock.
12. A child will only look at the finger paint on the paper and refuses to put even one finger into the paint.

Topic: Communicating with Parents/Guardians

Objective: Inform parents of nursery school activities and child rearing information through a newsletter.

Activity:

1. Have students publish a newsletter. Some ideas are illustrated in the attached sample.
2. Have students take turns writing the features.

Discussion questions:

a. Why is communication with the parents important?

b. What are some things we should communicate to parents.

c. How does keeping parents informed enhance our image?

d. What are some other ways of communicating with parents?

EXTRA
EXTRA
EXTRA
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PLAYSCHOOL PARADE

C. E. Johnson, Editor Newton High School May 1, 1985

WE ARE LEARNING

by Matt Tucker

During the month of May we will be concentrating on a unit about community helpers. On Wednesday, May 10, a firefighter and a fire engine will come to our school at 2:00 p.m. Parents are invited to attend and share this experience with their child. The children will be dismissed after the display at approximately 2:30 p.m.

SONG/FINGERPLAY FOR MAY

by Sonya Carley

Fire, fire, fire, everybody's going
[arms outstretched]
Fire, fire, fire, hear the whistle
blowing [hands over mouth]
Climb the ladder, squirt the hose
[make motions]
With a SH-SH-SH
[hand together, point in
different directions]
Out the fire goes.
[arms outstretched]

FROM THE CLASSROOM

by B. J. Baknam & Kay Clemons

During May, teachers are helping the children learn the alphabet and the initial consonants and vowel sounds. Any reinforcement Mom and Dad can give at home will be helpful.

BOOK OF THE MONTH

by Cindy Neely, Playschool Librarian

The Purple Cow
by
Publisher

The purple cow contains an outstanding collection of recipes, activities, and suggestions to help brighten the day of your preschool child. We have two copies available on a two-week loan from our librarian.

TO HELP YOU

by Tom Miller

Parent effectiveness classes are being offered at the Y.M.C.A. starting May 10th for 6 weeks. Call Susie Scanlon at 559-8102 if you would like more information. Classes are free. Ten dollars will be charged for materials.

YOU ARE INVITED

by Kathy Kollins

The film "Because They Love Me" will be shown to our playschool teachers during their regular classes on Monday, May 8 in Room 110. We invite all of the parents of our preschool children to preview this film with us and share your reactions to it during the discussion to follow.

SHARING TIME

May has a pet kitten named Bubbles.
Can you make a sound like a cat?
Bubbles is small and has white fur.
Can you name some things that are
white? Some things that are small?
Mary likes to play outside
with her cat. What are
your favorite toys
or pets?

An original feature for Mommy, Daddy, brother, sister or anyone special to share with our preschool children.

by Meg Arnstein

THANK YOU

Many, many thanks to all of our parents who have or will have visited us, let us visit them or have helped to organize our trips to visit community helpers. We appreciate all of you.

A-123

Topic: Career Exploration

Objective: Gather information about careers.

Activity:

1. The student will observe and interview a person participating in a career of interest to the student, using the suggested interview guidelines.
2. With the use of at least one type of visual aid [slides, photographs, tools, etc.] have students share the information obtained in the interview with class members.
3. Have a discussion to conclude that satisfaction with a career choice is more likely when the choice is related to one's interest, ability, and personality.

Note: This could be used for any subject area.

. . . .

INTERVIEW GUIDELINES

1. Name of person interviewed
2. Place of employment
3. Number of years at present job
4. Job title
5. What are some of the satisfactions you receive from your job?
6. What are some of the dissatisfactions related to this job?
7. What kind of person can best succeed in this type of job?
8. What would you like to change about this job?
9. How do you think teachers can best prepare students for this job?
10. Question to Student: [to be used during presentation]

    Would you like to work at this job? Why?

Topic: Entrepreneurship

Objective: Determine personal skills or services which are marketable.

Activity:

1. Prepare sets of cards by writing on them phrases that relate to personality, managerial or work skills. (Make 40-48 different cards.)

   Examples:

   a. has a "wait and see" attitude
   b. does well, once motivated
   c. never thinks about failure
   d. exercises inner control
   e. is a self-starter
   f. has a hard time setting priorities
   g. highly emotional
   h. trusts others
   i. agonizes over decisions
   j. types 80 wpm
   k. will talk your ear off
   i. neat and organized

2. Divide students into groups of 4-6 (each group needs a complete set of cards) and explain that the task is to acquire a set of cards which includes the characteristics of a successful entrepreneur.

3. Select a student in each group to shuffle and deal out all the cards. Students should read their cards and determine which ones they would like to trade.

4. Explain that players are to call out the number of cards they wish to trade, holding them out towards the center of the table. When another player calls out the same number, they may trade. Players may trade as many cards at a time as they want, but only with another person wanting to trade the same number of cards. Play continues until one player is satisfied with the particular set of cards held. This person stands up, and the game stops.

5. Require the student to justify the chosen characteristics and suggest a career possibility suitable for a person possessing those qualities. The group will vote to accept or deny the justification. In cases of indecision the teacher will decide. Combinations of qualities held by other players may also be discussed.

Note: As a follow-up activity, students might try to identify qualities of successful entrepreneurs whom they know.

A-125

Topic: Goals

Objective: Identify future goals and how they sometimes conflict with each other.

Activity:

1. Each student will list at least fifteen [15] personal goals that relate to future career, family, social relationships, and education. After they have listed the goals they should rate each goal as important, moderately important, or less important. After goals are rated, they should list the ten most important goals. [Many students will have to reevaluate importance when doing this step.] Students should then list the ten most important goals on an attached sheet.
2. Have a class discussion about how goals can conflict with one another.

Discussion questions:

a. Do any of your goals conflict?

b. Which of the conflicting goals is most important?

c. Which of the conflicting goals will be more difficult to attain?

d. Would you be willing to change one of the conflicting goals?

e. How can you move toward your goals?

f. Who could help you achieve your goals?

g. Which of your goals should you work toward first?

Topic: Job Seeking Skills

Objective: Use a checklist in preparation for a job interview.

Activity:

1. Divide students into groups and give each group an envelope containing slips of paper with recorded statements which make up a checklist for a job interview.

Possible items for job interview check list:

Fill in pocket resume

Identify job leads

Learn something about the company

Have a specific job or jobs in mind

Review, in your mind, your qualifications for the job

Respond to a lead by letter, telephone, and/or visit

Write down time of interview

Bathe

Dress in clean clothes which are appropriate

Apply make-up (do not overdo)

Clean fingernails

Shine shoes

Have hair neatly cut and arranged

Allow enough time to get there

2. Have students put the items in order and discuss why each item is necessary in relation to getting a job.

Source: Adapted from State Board of Education, Illinois Office of Education, Department of Adult, Vocational, and Technical Education, Research and Development Section C A7-259. A Curriculum Guide for Pre-Employment Skills, Student Handbook for Pre-employment Skills, Springfield, p. 50.

Topic: Job Seeking Skills

Objective: Identify the abbreviations used on job application forms.

Activity:

1. Give students a copy of job application word search puzzle.
2. Have students write abbreviations for words they identify in the word search and/or have them write in the words that correspond to the abbreviations.

Discussion questions:

a. Why is it important to know these abbreviations?

b. What should you do if you don't know an abbreviation used on a job application?

Job Application
Abbreviation Word Search

S O C I A L S E C U R I T Y N U M B E R
I C O N B E S E C U R E S D O E N U M O
N C U O L G W N Z I P C O D E D S T P O
G U R N E I E C O M P A N Y T E T E L M
L P S G N B I A P R L Y E A R R O L O D
E A E T D L G M A V E R A G E N Y E Y I
A T S C O E H M A R R I E D S O T P E V
E I P E M O T Y P E N O T I E R I H R O
I O O F E D S H M A L E H R N E R O S R
O N U E V E A T T A X X G A T B U N T C
U E S D I C L R A N G E I E A M C E N E
M T E E C N A I X E H S E D N U E S E D
M A S T T E R B E T A T H E S N S N M O
D D E A R I Y F N Y N X Y A W M L E T E
P H Y R B R I O W Z R E A R E O A Z R L
Q T T A R E M E X I O M D A R W I I A A
R R A P O P A T B P M A O E L E C T P M
S I L E N X G A C O U N T Y U Y O I E E
T B E S W E E D R E F E R R E D S C D F

B.D. ____________________

D.O.B. ____________________

H. OR HT ____________________

W. OR WT ____________________

TEL. ____________________

NO. ____________________

ANS. ____________________

CO. [2 meanings] ____________________

MO. ____________________

YR. ____________________

ZIP ____________________

SOC. SEC. ____________________

S.S. NO. ____________________

AVG. ____________________

DEPT. ____________________

EXP OR EXPER. ____________________

M ____________________

S ____________________

D ____________________

SEP ____________________

M ____________________

F ____________________

Topic: Job Seeking Skills

Objective: Correctly complete a personal pocket resume.

Activity:

1. Show personal pocket resume to students (attached).
2. Explain each category to the students.
3. Have the students complete [with actual facts, if possible].
4. Role play how to use the pocket resume [below].

One-minute job application dramas:

Characters:

Mary Jane
Receptionist

Mary Jane: "Hello, I am Mary Jane Ulster. I would like to apply for the job as part-time secretary which you have advertised in today's Daily News." [Mary is handed an application. She takes the application, thanks the receptionist and then sits down at a desk provided for job applicants. Mary Jane takes from her purse a completed pocket resume which she uses as a tool to complete the job application, and then hands the application back to the receptionist.] "Thank you for your assistance."

Characters:

Billy Jo
Receptionist

Billy Jo: "Hi there, I am Billy Jo VanDyke. You have an ad in today's Daily News for a part-time secretary, and I would like to apply for the job." [Billy Jo is given a job application, thanks the receptionist and then sits down at the desk provided for job applicants.] Billy Jo looks over the application and then says to the receptionist, "I'm sorry, but I do not have all the information with me to complete this application. I will have to go home for the information and then return. Is that okay?" "Thank you."

Discussion questions:

a. Which person made a better impression? How?
b. Which person would most likely be hired if all qualifications were practically equal? Why?
c. What are some advantages of the pocket resume?

POCKET RESUME

EDUCATION	Name & Address of School	How Long Attended	YEAR GRADUATED	COURSE OR DEGREE
HIGHEST GRADE COMPLETED				
OTHER TRAINING ETC				

TOOLS, EQUIPMENT MACHINES OPERATED

WORK EXPERIENCE/EMPLOYMENT RECORD

EMPLOYER'S NAME AND ADDRESS	NAME OF SUPERVISOR	FROM	TO	WAGE OR SALARY

REFERENCE	ADDRESS	PHONE NUMBER

PREVIOUS ADDRESSES

NUMBER STREET ZIP CODE TELEPHONE NO.

OTHER INFORMATION

SOCIAL SECURITY NO.

SOURCE: State Board of Education, Illinois Office of Education, Department of Adult, Vocational and Technical Education, Research and Development, Section C A7-259. *A Curriculum Guide for Pre-Employment Skills, Student Handbook for Pre-Employment Skills*, Springfield, IL.

Topic: J[illegible]ination--Resigning

Objective: Describe reasons for quitting a job and steps involved in terminating a job.

Activity:

1. Discuss job termination using the following questions:
    a. What are some things to think about if you are tempted to "walk off" or quit your job?
    b. What do you do once you have decided to quit?
        1. What are some "good" reasons for quitting your job?
        2. Who do you tell? [First]
        3. How do you give notice that you're quitting?
        4. How much notice should you give?
        5. What might happen on the job after you have given notice?
    c. What does it mean when you are "fired?"
        1. Is "laid off" and "fired" the same thing?
        2. What is severance pay?
        3. What should you do if you are fired?
    d. What is unemployment compensation?
2. Have students role play a situation of quitting a job.

CLOTHING, APPAREL, AND TEXTILES PROGRAM

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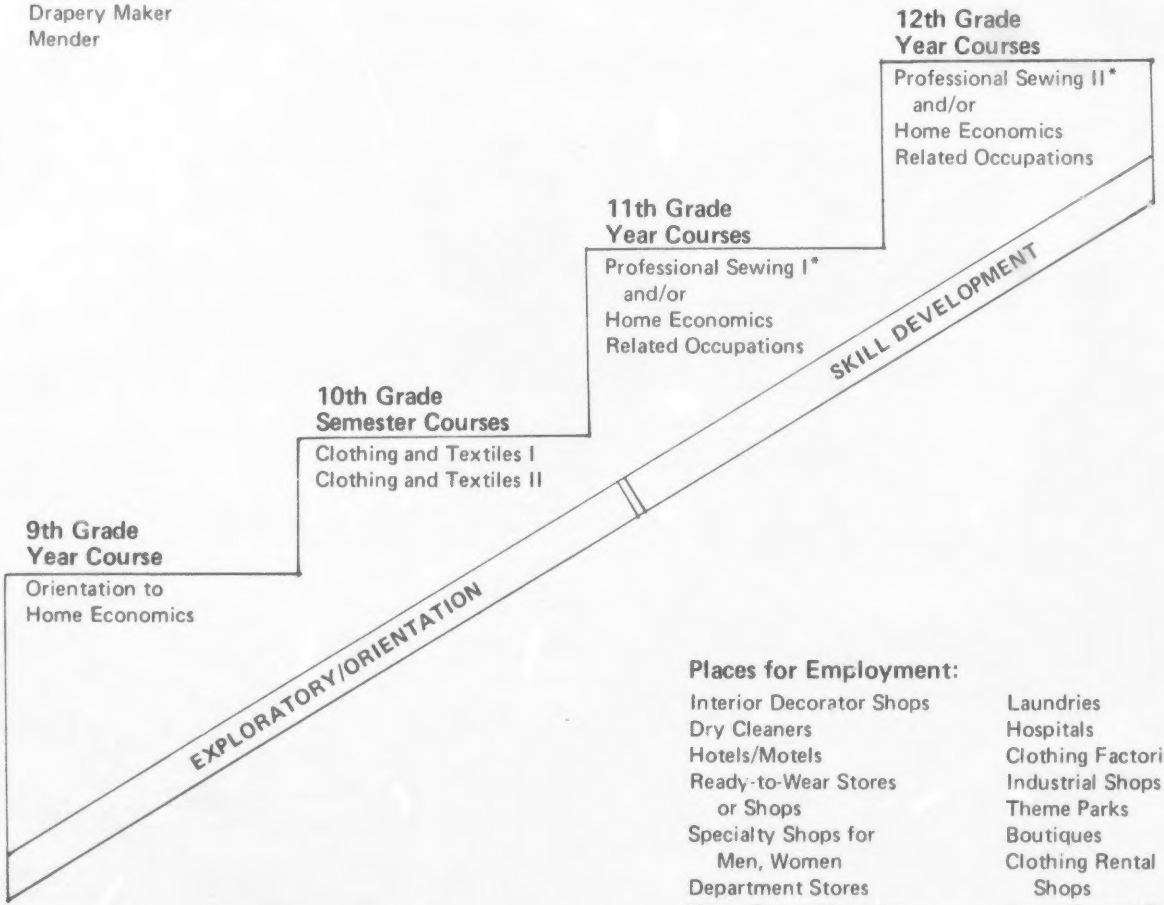
09.0202 – Clothing Apparel, and Textiles Management, Production, and Services (20.0301)

CLOTHING, APPAREL AND TEXTILES PROGRAM

The clothing, apparel and textiles program includes a sequence of planned learning experiences that combine courses and laboratory work to provide the students with the opportunities to develop the competencies needed for employment in a variety of fabric construction areas. The sequence includes experiences needed for each student to gain the knowledge and understanding of textiles and fabrics, fabric construction techniques, the use and care of equipment, fitting techniques, and other aspects of fabric construction applicable to the jobs for which individual programs are planned. The sequence includes an orientation to the clothing and textile field, introduction to the world of work as related to this area, experiences in the application of the basic knowledges and skills, and opportunities to develop fabric construction techniques for selected items to the marketable level. Typically the skill development courses are individualized with students developing marketable skills for a variety of professional sewing jobs according to the job market and the student's level of ability. Specialized classes, such as alterations, drapery-making, or tailoring, may be offered in some areas with high employment opportunities. The capstone course is often operated as an inschool, non-profit business with the students working on individual projects for community customers.

Job Titles:

Commercial Fabric Worker
Alterationist
Seamstress, Tailor
Slip Cover Maker
Drapery Maker
Mender



9th Grade Year Course

Orientation to Home Economics

10th Grade Semester Courses

Clothing and Textiles I
Clothing and Textiles II

11th Grade Year Courses

Professional Sewing I*
and/or
Home Economics Related Occupations

12th Grade Year Courses

Professional Sewing II*
and/or
Home Economics Related Occupations

Places for Employment:

Interior Decorator Shops
Dry Cleaners
Hotels/Motels
Ready-to-Wear Stores or Shops
Specialty Shops for Men, Women
Department Stores
Home Based Alteration Business
Fabric & Cloth Stores
Laundries
Hospitals
Clothing Factories
Industrial Shops
Theme Parks
Boutiques
Clothing Rental Shops
Home Owned Shops
Custom Tailoring Shops

*Funded only if labor market demand is shown through the appeal process.

CLOTHING AND TEXTILES I

Content Outline

Grade 10

Semester Course

This orientation course is designed to develop students' competencies needed for decisions related to clothing and textiles. Ready-made garments and accessories, as well as clothing constructed by the student will be used as a basis for learning functions of clothing, fiber characteristics, care and sewing skills.

*These are statements of directions that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- CAREER opportunities in clothing, apparel, and textiles products fields
- CLOTHING roles today
- FIBERS and fabrics
- CONSUMER information, shopping techniques
- CLOTHING maintenance and care
- SEWING equipment
- SEWING and other construction skills

I. CAREER OPPORTUNITIES IN CLOTHING, APPAREL AND TEXTILE PRODUCTS FIELDS

CAREERS in clothing and textile industries

*Identify career opportunities in the clothing and textile industries (130) (131) ▲

ATTITUDES and skills related to employability

*Determine skills and competencies required for various careers related to clothing and textiles (132)

*Develop characteristics and qualities which contribute to employability

II. CLOTHING ROLES TODAY

ROLE of clothing in the life of an individual

*Determine how needs, wants, values, and attitudes play a part in personal clothing selection and use (133)

PRACTICAL functions of clothing

*Determine clothing needs on the basis of comfort, protection and safety, economy, efficiency and functionality

PSYCHOLOGICAL aspects of clothing

*Identify ways in which clothing is used for conformity, modesty, adornment, aesthetic appeal, status and prestige

*Analyze current fashion trends in terms of personal characteristics, resources and values

COORDINATION of clothing and accessories

*Select and combine articles of clothing and accessories to meet individual needs

III. FIBERS AND FABRICS (134)

FIBER properties and characteristics--natural, man-made, synthetic

*Identify fibers and their properties (135)

FABRIC construction (weaves, knits, specialty)

*Identify methods of fabric construction

IV. CONSUMER INFORMATION, SHOPPING TECHNIQUES

CLOTHING and textile needs and wants

*Determine clothing and textile needs and wants

CLOTHING and textile expenditures

*Identify the role of advertising in clothing and textile purchases

*Identify ways to save money on clothing

*Compile a seasonal time table for clothing sales

*Formulate a clothing budget

*Explain policies on returns, lay-a-ways, etc.

STANDARDS of quality for clothing and textile purchases ▲

*Read and interpret labels, i.e., manufacturer, fabric content, care, size and price (136)

*Evaluate the quality of the construction, i.e., hem, stitching, seams, pockets, fastenings, and linings (137)

SOURCES for obtaining clothing and textile products

*Identify where clothing and textile products may be purchased, i.e., retail stores, thrift shops, garage sales, etc.

*Practice comparison shopping for clothing and accessories ▲

COMPUTER use in clothing and textile planning

*Determine possible uses of the computer

*Evaluate the effectiveness and efficiency of using computers in clothing and textile planning

V. CLOTHING MAINTENANCE AND CARE

CARE for various fabrics and garments

*Identify and interpret care instructions on labels ▲

*Select suitable care practices for different fabrics and types of garments

CLEANING and mending aids and procedures

*Evaluate cleaning and sewing aids in terms of cost-effectiveness

*Investigate methods of stain removal treatments before laundering

ENERGY decisions related to clothing care and maintenance

*Practice energy conservation in clothing maintenance

STORAGE practices

*Identify ways to store different clothing articles to preserve appearance

VI. SEWING EQUIPMENT

SELECTION of sewing equipment

*Select small and large sewing equipment taking into consideration cost, energy use and special features

SAFE, efficient operation and care of sewing equipment

*Use sewing equipment safely and efficiently (138)

*Skillfully use sewing machines of different types

ATTACHMENTS for sewing machines

*Use various sewing machine attachments

MAINTENANCE of sewing machine

*Maintain sewing machine by cleaning, oiling, and making minor adjustments

*Identify sewing machine difficulties

*Distinguish between machine adjustments which can be made at home and those that require professional attention

VII. SEWING AND OTHER CONSTRUCTION SKILLS

DETERMINING pattern size (Metric and English units)

*Use correct measurements to determine pattern size

SELECTING pattern, fabric, and notions for purchase (13)

*Select a pattern plus appropriate fabric and notions

USING commercial patterns effectively

ALTERING the commercial pattern

*Construct clothing, using a commercial pattern

FABRIC preparation (140)

LAYOUT, cutting, marking

BASIC sewing procedures

UNIT construction skills (organization, management)

*Improve basic construction skills

STANDARDS for quality workmanship

*Develop standards for quality workmanship ▲

SIMPLE garment alterations (letting out/taking in seams, lengthening/shortening sleeves and hems, adding facing, changing darts, restyling)

*Make simple alterations on patterns and ready-made garments

CLOTHING AND TEXTILES II

Content Outline

Grade 10

Semester Course

This course is devoted to increasing the level of knowledge and skills of students as they construct, purchase, care for, and work with apparel and accessories. Additionally, the ways in which family and fashion aspects interact with the market will be explored in this primarily nonlaboratory course. At the end of this course, students will assess their interests and abilities in terms of further study/employment in the area of clothing and textiles.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- CAREER opportunities in clothing, apparel and textile products fields
- FIBERS and fabrics
- COLORS, line and design in fashion
- CLOTHING selection based on needs
- CONSUMER information, clothing purchases
- CLOTHING maintenance and care
- SEWING and other construction skills
- MERCHANDISING clothing

I. CAREER OPPORTUNITIES IN CLOTHING, APPAREL AND TEXTILE PRODUCTS

TRENDS in career opportunities

*Identify trends in career opportunities and skills needed in the clothing and textile field

JOBS in the clothing and textile field within the community

*Identify entry level job possibilities within the community (141)

PERSONAL skills and interests

*Evaluate personal skills and interests in relation to specific clothing and textile career goals (142)

II. FIBERS AND FABRICS ▲

RATIONALE for knowing characteristics of fibers and fabrics

*Explain the importance of fabric and fiber knowledge to persons involved in sewing, clothing maintenance and selling

NATURAL, man-made and synthetic fibers

*Explain the difference between natural, man-made and synthetic fibers

FIBER identification

*Classify fibers and fabrics in terms of characteristics and appropriateness for specific uses

FABRIC construction finishes

*Identify functional and aesthetic fabric finishes

*Describe how various finishes affect fabrics

*Consider fabric construction and finishes in planning appropriate care of textiles

TEXTILES and energy conservation

*Use textiles in ways which promote energy conservation

III. COLOR, LINE AND DESIGN IN FASHION

FASHION, fads and style

*Give examples of the terms fashion, fads and style in today's clothing

*Examine major fashion changes and relate clothing to the conditions prevalent in today's society

COLOR

*Describe the affects of colors on each other and objects in relation to clothing and textiles

*Combine colors to achieve harmony in clothing and textiles

*Experiment with color to deemphasize figure irregularities ⬆

LINE

*Describe illusions created by different lines in clothing and textiles

*Explain how line creates a mood

*Find examples of clothing that make the figure appear taller, shorter, heavier and slender by the use of line

PRINCIPLES of design

*Explain how balance, proportion, rhythm and emphasis are used in clothing

*Analyze and classify garments as being of good or poor design

IV. CLOTHING SELECTION BASED ON NEEDS

CLOTHING suited to stages of growth and development

*Identify clothing needs of family members in terms of age, activities, health, etc.

*Identify desirable characteristics of clothing for children, adults and the handicapped

*Evaluate clothing in terms of meeting the needs of persons with various handicaps

COORDINATING design elements in clothing

*Select clothing in terms of artistry in design

BUDGETING for family clothing needs

*Prepare a plan for clothing purchases for an individual and/or family

V. CONSUMER INFORMATION, CLOTHING PURCHASES

FACTORS that influence clothing decisions

*Identify social and economic conditions that influence the production of clothing

COMPARATIVE shopping (143)

*Collect reliable information about fibers, fabrics, and garments, and use it when making buying decisions

TEXTILE labeling, standards and legislation

*Explain consumer protections provided by current textile legislation

CONSUMER rights and responsibilities

*Follow honest and courteous practices when shopping for clothing and in attempting to settle any disagreements with producers/retailers

*Clarify desires and give specific information to the sales clerk when shopping for a particular garment

VI. CLOTHING MAINTENANCE AND CARE

MENDING

*Mend garments and household textiles in ways which will preserve appearance and durability

PACKING for travel

*Plan clothing for travel and pack so that it is wearable on arrival

STORAGE of textiles and clothing products

*Store clothing between wearings and between seasons of use

PLANNING for family clothing and textiles care

*Evaluate condition of clothing of self and others and determine needed repairs and cleaning, time to discard, etc.

VII. SEWING AND OTHER CONSTRUCTION SKILLS

NEW construction techniques, fabrics and sewing products

*Develop skills in using new construction techniques, new fabrics, and new sewing products

REMODELING and recyling textile products

*Remodel or recycle textile products

SEWING for the home

*Construct home furnishing items such as curtains, bedspreads, or table linens

SEWING for others

*Identify clothing needs of children, adults, the elderly and the handicapped

*Identify characteristics of suitable clothing for children, adults, the elderly and the handicapped

*Apply the characteristics to the selection of patterns ⬆

*Adapt patterns to produce custom-made garments

*Develop skills in working with the newest fabrics

VIII. MERCHANDISING CLOTHING

DISTRIBUTION or marketing

*Explain the economic and social factors involved in distribution

*Describe the advantages and disadvantages of competition and the free enterprise system

MECHANICS of selling

*Practice customer approaches, i.e., initiating a possible sale, closing the sale, selling a specific item, etc.

*Identify ways to handle a difficult customer and a "no-sale"

*Analyze good and poor selling techniques of sales people ⬆

*Explain reasons for knowing your merchandise

PROFESSIONAL SEWING I & II

Content Outline

Grades 11 - 12

Year Course Each Year

This course is designed to provide students with the information and practical experiences needed for the development of job-related competencies. The nature of job opportunities in the area will influence the emphasis of this course, i.e., selling, industrial sewing, alterations or construction for others, or some combination of these. This course may be operated as a non-profit business if cooperative educational sites are not available. The second year of the program should show a definite progression of complexity in the professional sewing skills.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- CAREER opportunities in the clothing field
- INDUSTRIAL sewing
- CLOTHING alternations and repair

I. CAREER OPPORTUNITIES IN THE CLOTHING FIELD

OCCUPATIONS related to clothing

*Explore and describe duties, education and training requirements, personal qualifications, pay and working conditions, and opportunities for employment and advancement for occupations related to clothing

RATIONALE for further education and/or training

*Identify reasons for seeking further education and/or training

JOB and education opportunities for a career in clothing and textiles

*Identify places to obtain further education and/or training

*Plan for further education and skill development to prepare for the type of employment desired

II. INDUSTRIAL SEWING

INDUSTRIAL sewing machines

*Describe the differences between home sewing machines and industrial machines

*Identify the different types of industrial sewing machines

*Use industrial sewing machines to produce textile products

POSTURE and safety at the machine

*Practice correct posture when sewing

*Comply with rules that govern one's safety

ACCURACY and speed

*Evaluate the importance of accuracy versus speed

*Describe the advantages and disadvantages of speed

*Practice time-saving stitching techniques

STEPS in garment and textile production (144)

*List, describe and follow the steps in production of a product, i.e., cutting, assembling, sewing, trimming, cleaning and pressing

*Form an assembly line and assemble a product under simulated commercial conditions

III. CLOTHING ALTERATIONS AND REPAIR

STANDARDS for proper fit

*Identify appropriate fit in clothing

*Practice fitting techniques for other persons

CLOTHING alterations to improve fit and appearance of garments of ready-to-wear clothing for men, women and children

GUIDELINES for repairing and remodeling clothing

*Decide when to repair, remodel or discard a garment

*Remodel clothing to extend its useful life ▲

EARNING money

*Set up a schedule of prices to be charged for various alterations and repairs

*Identify ways to earn money through sewing

FHA-HERO ACTIVITIES FOR CLOTHING AND TEXTILES I & II TO BE DEVELOPED BY FHA-HERO STUDENTS

1. Identify standards of quality by reading labels and examining a variety of garments for the quality of construction.

   A. Develop a display to identify quality construction for an open house.

   B. Develop demonstrations to share with students in other classes.

2. Take orders to shop for clothing and accessories for a shut-in, nursing home resident, or for someone who does not like to shop. Comparison shop for and present information to the client, make purchases if the client gives permission.

3. Experiment with care instructions provided with similar new items of clothing such as T-shirts.

   A. Follow the care instructions with one item.

   B. Over dry one item.

   C. Use improper laundry products on another.

   Prepare posters describing proper and improper procedures. Prepare a display or bulletin board to show the value of following care label instructions.

4. Use the Planning Process to identify criteria for quality workmanship for garments being constructed in the class/chapter. Make a list of all the skills learned in the clothing and textiles class. Invite guest speakers to explain their careers and ask them to explain how the skills learned are useful on the job.

5. Identify contests related to clothing construction that students might enter; such as the "Make-it-with-Wool" competition. Compile information and make it available to other students.

FHA-HERO ACTIVITIES FOR PROFESSIONAL SEWING I & II TO BE DEVELOPED BY FHA-HERO STUDENTS

1. Develop mini-fashion show teams to present ways of improving figure irregularities by selecting appropriate clothing. Present the shows to other students, to weight conscious groups, and/or other home economics students who are preparing to begin a clothing construction project.

2. After studying fibers and fabrics prepare:

   - skits to explain how fiber and fabric knowledge helps individuals in sewing, maintenance and selling. Use as a part of a style show.

   - a portfolio of information that might be used by the students when applying for a job in the clothing industry.

   - demonstrations to present to younger students who are preparing for garment construction.

3. Prepare skits on selling techniques and customer relations. Invite retail personnel to the class/chapter to judge the skits and offer suggestions.

4. Divide the class/chapter in half, one half serving as pattern consultants and the other as customers. Have the pattern consultants take the customers' measurements, determine pattern needs, and suggest specific patterns.

5. Have each student bring an out-of-style garment to the class/chapter.

   A. Photograph the garment before and after remodeling. Select several remodeled garments and write a newspaper article to explain the values of remodeling.

   B. Remodel the garment and donate it to charity, or

   C. Remodel and sell the garment to another person in the class/chapter as a money making project.

A-130

Topic: Clothing and Textile Careers

Objective: Identify various clothing and textile occupations.

Activity:

1. Scramble the following clothing and textile occupation titles.

   Apparel designer
   Textile designer
   Fashion coordinator
   Fashion stylist
   Fabric stylist
   Merchandise manager
   Buyer
   Copywriter
   Technical writer
   Advertising manager
   Public relations manager
   Fashion illustrator
   Layout artist
   Repeat artist
   Editor
   Researcher
   Teacher
   Extension Service Agent
   Bridal consultant
   Patternmaker
   Pattern grader
   Dressmaker
   Samplemaker

2. Have students unscramble as many as possible in a 10-15 minute time limit.
3. Have students identify those that they unscramble.
4. Ask students what each of these persons do and why these kinds of persons are needed in the clothing and textiles industry.

Topic: Clothing and Textile Careers

Objectives: Identify clothing and textile related occupations.

Develop a brief profile of each.

Materials: Decorate and label nine cans of equal size, each to represent one of the following nine groups:

--semiskilled
--clerical
--service
--sales
--skilled
--professional & technical
--managerial
--farmers, farm managers and laborers
--laborers except farmer

Activity:

1. List and discuss with students the nine occupational groups listed above.

2. Using the Occupational Outlook Handbook, Dictionary of Occupational Titles or other references, have students develop a brief profile of several clothing and textile occupations for each group. The profile should consist of 5-8 descriptive sentences of a particular clothing and textiles occupation. [This could be done by the instructor.]

3. After all the profiles are completed, place each in the appropriate can. Ask students to call out a category, e.g., clerical. Draw a slip from the specified can; read the first descriptive statement; allow students time to identify the occupation. Continue reading clues until the occupation is correctly stated. If an occupation is correctly identified from the first clue, read the remaining clues to class members for more information.

4. Score may be kept as follows: If there are five clues and the occupation is correctly stated after the first clue, 5 points are allotted. If it is guessed after the second clue, four points are awarded and so on.

5. Continue playing the game until all occupations are identified.

Discussion questions:

a. What were some differences between groups? i.e., pay, working alone or with people, degree required, who employs.
b. Which groups tend to be mobile?...stable?
c. What are the differences in pay between groups?
d. What kinds of jobs could you see yourself in?

Topic: Clothing and Textiles Careers

Objective: Identify qualifications and responsibilities of an occupation related to clothing and textiles.

Activity:

1. Have students select a clothing and textile occupation from the scramble activity 130 and study it.
2. Students should write a report which includes:
    - locations for employment
    - job qualifications, i.e., education/training
    - job responsibilities
    - typical work facilities and conditions
    - advancement opportunities
    - entry level salary
    - their reaction to this type of employment
3. Students could also prepare bulletin boards and informational displays on their topic.
4. Have students present a brief report to the entire class.

Note: The teacher acts as a resource in helping students find materials.

398

Topic: Personal Feelings and Attitudes Towards Clothing

Objective: Identify personal values and feelings toward clothing.

Activity:

1. Have students complete the worksheet, "Are You What Your Clothes Say You Are?"
2. Discuss students' answers.

ARE YOU WHAT YOUR CLOTHES SAY YOU ARE?**

Circle A or B as the statement which best describes your feelings. Use the information you learn about yourself in planning your clothing purchases.

1. A. I like neutral colors, such as beige, brown, cream and black, that will coordinate with many other colors.
   B. I like bright colors, such as yellow, red, purple. I also like mixing up unusual colors to make different combinations.

2. A. Because my weight fluctuates, I need my clothes to be adjustable, so I look for drawstring waists and vests or wrap-arounds.
   B. It is not necessary for my clothes to be adjustable because my weight never changes much.

3. A. I need clothing that is easy-to-care for. I'll do anything to keep from ironing.
   B. I'm willing to spend extra time caring for special clothing although I don't want it to take up a lot of my time. I don't mind some hand washing and ironing.

4. A. Low-cost clothing is what I'm always on the look-out for. I like to have many outfits to choose from, otherwise I get bored with my wardrobe.
   B. I would rather spend a little more for quality clothes and have only a few outfits.

5. A. I like to buy clothes that are in classic styles, knowing I can still wear them next year and still feel comfortable.
   B. I'm always first to try new fashions. I love the "in" styles.

6. A. I try to choose fabrics and styles that can be worn all year and through several seasons.
   B. I like the summer cottons and the winter wools. I change with the weather.

7. A. I'm an athletic person; my clothing must always be comfortable and non-restricting.
   B. Sometimes I am willing to sacrifice comfort for fashion.

8. A. I enjoy wearing "designer" clothing.
   B. "Designer" names are not important to me. I buy clothes that look good and display quality workmanship.

9. A. I like to dress up my outfits with accessories -- so I shop carefully for accessories to match.
   B. It's too much trouble and time to worry about lots of extras. I usually make do with what I already have.

**Adapted from Forecast magazine February, 1981.

Answer each of the following questions in the space provided.

10. What is your favorite color? ____________________

11. How does this color fit into your wardrobe? ____________________

____

In each of the boxes below, write in your choice of colors. Next to each color, list as many descriptive words or ideas that you associate with it as you can think of.

12. __________ - ____________________

13. __________ - ____________________

14. __________ - ____________________

15. __________ - ____________________

Complete each of the following sentences with your own first impressions.

16. Men who wear beards are ____________________

17. People who wear bright colored clothes are ____________________

____

18. High-heeled shoes are ____________________

19. A young girl wearing faded blue jeans and a flannel shirt is __________

____

20. A young girl wearing designer jeans and Izod Tee-shirt is __________

____

21. A college student generally wears ____________________

22. A school teacher's outfit is ____________________

23. A musician's clothing is ____________________

24. An outfit you would wear going to see a theater production in a large city is ____________________

25. The hero in a movie wears ____________________

Topic: Natural Fibers

Objective: Match natural fibers to understand advantages, disadvantages and uses.

Activity:

1. Make a deck of cards.

   a. Prepare 13 books; 4 wool, 3 silk, 3 linen, and 3 cotton. Each book contains a card with the fiber name [wool], a card with an advantage [warmest fiber], a card with a disadvantage [attracts moths] and a card with a use written on it [carpet]. Each category should be a different color - fiber name [black], advantage [blue], disadvantage [red] and use [green]. Make a deck for each 4 players.

   b. Use the natural fiber information sheet to prepare cards. (attached)

2. Have students play "Natural Fiber Rummy" using the information sheet if needed.

Game directions:

4 players
52 cards
Deal 8 cards to each player

Object: The first player to lay down all 8 cards wins.

Player must have a book to lay down any cards. A book is 4 cards, one of each color, with all facts matching. A player may not lay down an incorrect book. Cards not dealt are placed in a pile, face down. Turn one card face up to form discard pile. First player draws and discards. Next player may draw from either pile. No player may play out of turn or hold more than 8 cards.

INFORMATION SHEET - NATURAL FIBERS

WOOL

Advantages	Disadvantages	Uses
Resists wrinkles	Absorbs & holds odors	Suits
Highly absorbent	Attracts moths	Sweaters
Warmest of all fibers	Usually dry cleaned	Coats
Holds & regains shape	Expensive	Socks
Lack of static electricity	Shrinks & mats when heat & moisture applied	Carpets
Dyes easily	Scorches under hot iron	Blankets
Great insulating qualities	Harmed by alkalies	

SILK

Longest natural fiber	Expensive	Evening gowns
Resists wrinkling	Yellows from age & sun	Wedding dresses
Strongest natural fiber	Damaged by perspiration	Scarves
Absorbent	Usually dry cleaned	Lingerie
Dyes easily	May water spot	Neckties
Resists soil		Pillow cushions
Feels smooth & luxurious		Lamp shades
Non-conductor of electricity		Wall hangings
		Draperies

COTTON

Fairly strong	Wrinkles easily	Underwear
Wide variety of uses	Soils easily	Socks
Holds shape	Shrinks	Jeans
Absorbs moisture	Mildews	Sheets
Dries fairly quickly	Burns easily	Towels
Good conductor of heat, cool to wear		Bedspreads
Withstands high temperature		Curtains
Can be bleached		
Moth proof		

LINEN

No lint or fuzz	Wrinkles badly	Tablecloths
Strong (stronger wet)	Expensive	Kitchen towels
Durable	Mildews	Upholstery
Very absorbent	Doesn't dye easily	Handkerchiefs
Dries quickly	Shines if ironed on improper side	Suits
Cool to wear		Draperies
Sheds soil		
Doesn't shrink		
Moth proof		

Topic: Types of Fibers

Objective: Identify uses for different fibers and fabrics based on characteristics.

Activity:

1. Inform students of characteristics of natural and synthetic fibers. "Characteristics of Fibers Information Sheet" may be distributed to each class member if the uses are omitted.

2. Using fiber characteristic information have students decide from which fiber or fibers the following garments or products could best be made. Have them include the reasons why.

--throw pillows that will get lots of abuse
--spring jacket for a young child who plays in the dirt every day
--socks for warmth
--swimming suits
--sweater for everyday use
--uniform for fast food service that is worn every day
--slacks for special occasions
--jeans
--chair covers (living room, TV room, dining room)
--blankets
--rugs
--raincoats

Discussion questions:

1. Why do you think synthetic and manmade fibers were developed?
2. What kind of fiber characteristics might be possible if various fibers were blended?
3. Name some garments or products you have seen made with blends. What are their desirable characteristics?
4. Of what importance is it to know fiber characteristics when purchasing textile products?

CHARACTERISTICS OF FIBERS
INFORMATION SHEET

NATURAL FIBERS

a. COTTON--inexpensive, supply unlimited, comfortable, easy to launder, durable, can be ironed at high temperature, cool to wear in warm weather, absorbent, can be boiled to sterilize, dyes and prints well, wrinkles easily, soils easily, affected by mildew, shrinks in hot water if not treated, weakened by wrinkle-resistant finishes, perspiration and long exposure to sun

USES: underwear, outerwear, socks, shirts, dresses, jeans, towels, washcloths, sheets, curtains, bedspreads, tablecloths, rugs, slipcovers

b. WOOL--warmest of all fibers, wrinkle resistant, easily tailored, shrinks easily, usually needs to be dry cleaned, attacked by moths, gets hard if touched by a very hot iron, absorbs moisture without feeling wet, holds shape, creases well, durable, combines with other fibers easily, press at low temperature using a pressing cloth

USES: outerwear, sweaters, suits, skirts, athletic socks, rugs, carpets, blankets, upholstery

c. SILK--strong, natural luster, resists wrinkling, expensive, dry cleaning preferred but can be hand laundered with mild soap, damaged by long exposure to sunlight, detergents and perspiration, luxurious look and feel, very absorbent, comfortable in all climates, requires low temperature for pressing, yellows with age, water spots easily

USES: wedding dresses, evening gowns, blouses, scarves, neckties, lingerie, lampshades, pillow cushions, wall hangings, draperies, upholstery

d. LINEN--launders well, does not shed lint, wrinkles easily unless treated, more expensive than cotton, needs to be ironed while damp at high temperature, mildews easily, ironing adds luster, creases hard to remove, strongest of natural fibers, comfortable, absorbs moisture from skin, dries quickly

USES: suits, dresses, handkerchiefs, draperies, tablecloths, upholstery

SYNTHETIC FIBERS

a. RAYON--similar to cotton, soft, comfortable, absorbent, inexpensive, wrinkles easily, easy to dye, special treatment increases its strength and resistance to shrinking, some require dry cleaning, some should be hand laundered

USES: lingerie, shirts, blouses, dresses, slacks, coats, bedding, rugs, curtains, draperies, upholstery, tablecloths

b. ACRYLIC--trade names: acrilan, orlon; often used as a replacement for wool, soft, warm, lightweight, keeps shape well, moderate strength, moth and mildew resistance, sensitive to heat in ironing, easy to wash, machine dry at low temperature, collects static electricity, resists stretching and shrinking, pills

USES: sweaters, dresses, infant wear, slacks, ski wear, socks, blankets, carpets, draperies, upholstery, hand knitting yarn

c. NYLON--trade names: antron, cantrese; very strong and durable, elastic but keeps shape, lightweight, lustrous, easy to dye, pills, affected by static electricity, can be machine washed and dryed at low temperature, low absorbency therefore uncomfortable to wear in warm weather

USES: hosiery, lingerie, dresses, raincoats, ski wear, carpet, draperies, upholstery, thread

d. SPANDEX--high stretch and recovery rate, resists body oils, discolors, machine wash in warm water, dry on low heat for a short time or line dry

USES: foundation garments, swimwear

e. POLYESTER--trade names such as dacron, fortrel, kodel; very resistant to wrinkles, stretching, shrinking, bleach, sunlight, moths, mildew, strong, easy to dye, with special heat treatment will hold a crease, pills, oil stains difficult to remove, low absorption therefore uncomfortable in hot humid weather, affected by static electricity, easily blended with other fibers especially cotton, machine wash in warm water and dry at low temperature

USES: blouses, shirts, dresses, lingerie, permanent press garments, slacks, suits, carpet, curtains, sheets, thread

Topic: Textile Labeling

Objective: Design an ideal label to accompany a textile garment or product.

Activity:

1. Inform students of textile legislation using the attached Information Sheet.
2. Have students choose a picture of a textile garment or product from a magazine or catalog.
3. Instruct students to design an ideal label that could accompany the garment or product. Where would they place the label?
4. Have students exchange labels and critique according to the required legislation.

Discussion questions:

1. Why do you believe this legislation was necessary?
2. How does it help consumers?
3. What would you do if you couldn't find a label on a textile garment or product?

INFORMATION SHEET

TEXTILE LABELING

1. The Wool Products Labeling Act of 1939 requires that all products containing any kind or amount of wool be labeled with this information.

2. The Textile Fiber Products Identifiation Act of 1958 requires that all products of textile fibers be labeled with fiber content.

3. All textile fiber products which contain 5 or more percent of a fiber must be labeled by generic name.

4. The Federal Trade Commission ruling of 1972 regulates permanent care labeling. It requires instructions on proper care of garment or home sewing fabric be provided. In ready-made garments it must be permanently attached, while it must be made available with home sewing fabrics.

5. Some information which may be given but is not required by law:

   a. size
   b. brand
   c. shrinkage expected
   d. special finishes
   e. price

Topic: Comparison Shopping

Objective: Compare quality of clothing by using several pairs of jeans.

Activity:

1. Have students examine four pairs of new jeans borrowed from local stores. The jeans should vary in price and quality.
2. Using the evaluation sheet on jeans, have students complete the form.
3. As a class, list on the board the good and bad qualities of each jean and how these relate to other garments they may buy. Also, look at labels on the jeans and discuss and compare what is included on each label.

*NOTE: This activity could also be used in the Resource Management course.

EVALUATION OF JEANS

Examine four pairs of jeans and rate each statement with a number for each pair examined. Use the following scale to rate the jeans:

Excellent	(4)
Good	(3)
Fair	(2)
Poor	(1)
Does Not Apply	NA

	Jeans 1	Jeans 2	Jeans 3	Jeans 4
1. Jeans have a hang tag or attached label that tells fiber content and how to care for the jeans.				
2. Jeans are preshrunk.				
3. If jeans will fade, special instructions are given.				
4. Stitching well done with suitable color thread.				
5. Zipper--Heavy duty and securely stitched.				
6. Pockets securely attached with reinforced stitching or rivits at corner and tops.				
7. Seams--double stitched or flat-felled and no signs of puckering.				
8. Snap or button easy to close.				
9. Buttonhole firmly stitched.				
10. Jeans will be easy to care for.				
Total numbers in each vertical column.				

Use the back of the page to answer the following questions.

1. Compare the different pairs of jeans. What are the good and bad qualities of each pair of jeans? How do they compare in price?
2. How might workmanship affect wearability?
3. Which pair of jeans would you buy? Why?

Topic: Construction Skills

Objective: Solve practical problems encountered in using a sewing machine and constructing items.

Activity:

1. Prepare problems such as the following.
2. Distribute to students to work on, either alone or in pairs.

What Caused the Problem?

1. You have pinned a seam for stitching. However, when you remove the pins you find that the pin holes stay open.
2. You have bought a Singer bobbin, but you find that it will not fit in the bobbin case of your Singer machine.
3. You have a piece of material printed with rows of polka dots. You straighten it by pulling a thread across the raw edge, but this does not seem to help. The bottom row of dots is only half there.
4. You want a piece of material on the bias, so you tear out a bias strip. However, when you apply it to your garment, you find that it does not stretch enough.
5. You have machine stitched a hem. But when you look at the right side, you find little loops of thread standing up from the material.
6. You have the machine threaded correctly, but every time you start to sew, the thread comes out of the needle.
7. Your machine seems to be operating perfectly except that the cloth does not move back under the presser foot.
8. You have threaded your bobbin winder correctly and loosened your stop motion screw. When you operate the machine, the balance wheel runs, but your bobbin does not fill.
9. One day, when you start sewing, your needle breaks for no apparent reason.
10. You have sewn a corner, but when you look at the stitching, you find that you have a curve instead of a corner.
11. At the end of a line of stitching, your thread becomes knotted and tangled so that you have to cut it in order to free your material.
12. You have finished a line of stitching and have raised the presser foot, but when you pull on your material to remove it, it does not come, even though you pull as hard as you always have before.

Note: This may be done as a contest. The first pair of students to answer correctly will be the winners. This activity may also be used in other subject areas.

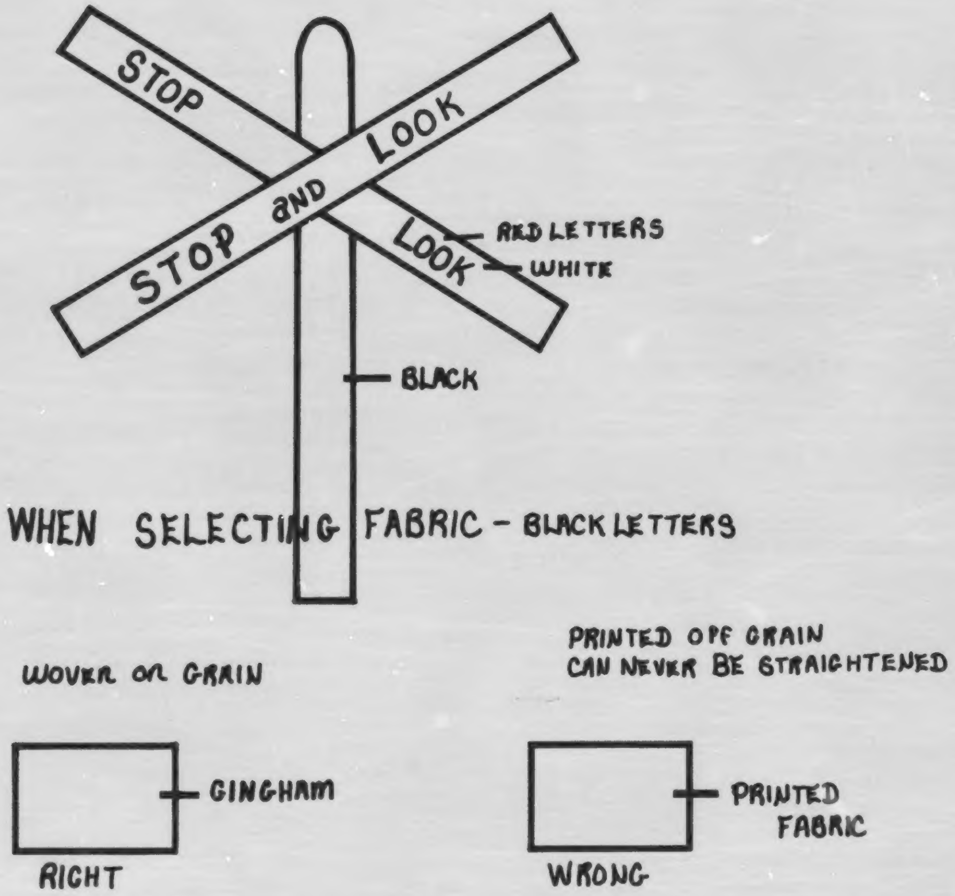
Topic: Grainline

Objective: Recognize fabrics which are printed off grain.

Activity:

1. Construct the bulletin board as shown below.
2. The fabric correctly woven on grain shows the way fabric should be. A fabric printed on grain would be a desirable addition to this board. The caption would be changed accordingly.

- -


STOP LOOK
STOP and LOOK
RED LETTERS
WHITE
BLACK
WHEN SELECTING FABRIC - BLACK LETTERS
WOVEN ON GRAIN
PRINTED OFF GRAIN
CAN NEVER BE STRAIGHTENED
GINGHAM
PRINTED FABRIC
RIGHT
WRONG

Topic: Grainline

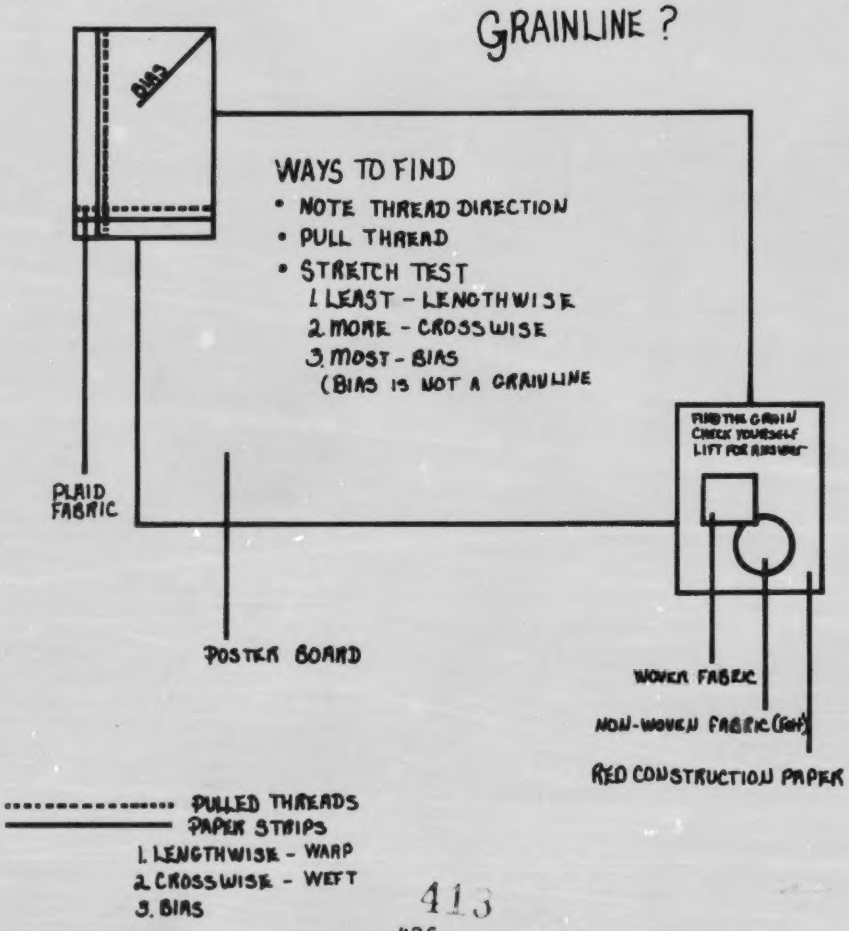
Objective: Identify the grainline in a fabric.

Activity: Construct the bulletin board as shown below. The fabric in the upper left hand corner uses pulled threads to show both the crosswise and lengthwise grainlines. Narrow strips of paper are used to label the grainlines as well as the line of the true bias.

In the lower right hand corner is a self-checking device for board viewers. The student is asked to determine the grainlines in a square of woven fabric. When this fabric is lifted the actual direction of each grainline is revealed by arrows.

Under the nonwoven fabric is the caption:

> Did I fool you? Nonwoven fabrics have no grainline.


GRAINLINE ?
BIAS
WAYS TO FIND
• NOTE THREAD DIRECTION
• PULL THREAD
• STRETCH TEST
1. LEAST - LENGTHWISE
2. MORE - CROSSWISE
3. MOST - BIAS
(BIAS IS NOT A GRAINLINE
FIND THE GRAIN
CHECK YOURSELF
LIFT FOR ANSWER
PLAID FABRIC
POSTER BOARD
WOVEN FABRIC
NON-WOVEN FABRIC (FELT)
RED CONSTRUCTION PAPER
PULLED THREADS
PAPER STRIPS
1. LENGTHWISE - WARP
2. CROSSWISE - WEFT
3. BIAS

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Topic: Clothing and Textile Careers

Objective: Identify community job possibilities in the area of clothing and textiles.

Activity:

1. Have students look in area phone books for places which might employ persons with an interest and/or skills in clothing and textiles, i.e., clothing stores, fabric stores, dressmaking and tailoring shops, craft shops, mending and weaving shops, clothing factories, dry cleaners, etc.

2. Depending on the size of the community, have students choose one or more to survey. They may choose to telephone or personally visit the company. It would be advantageous if they could arrange for a company representative to talk to their class. (It might be helpful to review and practice telephone manners and appropriate dress when interviewing.)

3. Have students prepare a questionnaire requesting specific information. (An example is attached.)

4. Have students share with one another the information they obtain. Use the following questions for a discussion:

   a. Would you like to work there? Why or why not?

   b. What kind of opportunities are available for those with no training beyond high school?

   c. Are there salary/wage differences between college graduates and high school graduates?

   d. If you need more training, where might you start looking?

Note: It may be wise to role play by using telephone and/or person to person situations.

Survey
Community Business That Employs Persons With Clothing & Textiles Interests and Skills

Name of business ______________________________ Date ________

Address ____

____

Phone ____

Name(s) and title(s) with whom you spoke ______________________

____

What kind of jobs related to clothing textiles are available? How many?

What are the responsibilities of those jobs?

Number	Jobs	Responsibilities	Entry Level Salary or wage	Kind of Education or Interest	Are there opportunities for advancement? How?

Are there any benefits? yes___ no___ If yes, what are they?

____

What are the working conditions and facilities like? ______________

____

____

If someone wanted to apply for a job, who should they contact?

Name ____

Title ______________________________ Phone ______________

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Topic: Career Opportunities in Clothing, Apparel, Textile Products

Objectives: Cite and analyze careers and job qualifications in the field of fashion retailing and merchandising.

Match career goals with the opportunities offered by a career in fashion retailing and merchandising through class participation.

Activity:

1. Start the discussion by brainstorming. Have the students state all the jobs they can think of in the retail and fashion merchandising careers. Stimulate thought by focusing the discussion on surroundings familiar to the students, e.g. jobs associated with J.C. Penney's. List the ideas on the chalkboard. Supplement this list with any significant positions not mentioned by the students.
2. From the above list assign jobs to groups of two or more students. Each group will prepare a short statement describing their job, i.e., qualifications and responsibilities. Students may use school resources or attached information sheet.
3. Have every member of the class select another student to interview in front of the class. This way, all students will act both as interviewers and job experts.
4. Categorize the careers based on job requirements. Divide a pyramid into 3 sections corresponding to [from the bottom]; entry level positions; on-the-job training advancement positions; and college degree positions. Students should place each job in the proper division.

5. Have the students fill out the qualifications check sheet, "Are the Retail and Fashion Merchandising Careers For You?" When finished have them explain why they are interested in this field.

Are the Retail and Fashion Merchandising Careers for You?

Answer each question with "yes" or "no."

1. Are you interested in current fashion?
2. Do you enjoy shopping?
3. Do you like working with the public?
4. Do you enjoy reading about fashion?
5. Do you take pride in your personal appearance?
6. Do you have a flair for fashion?
7. Are you creative?
8. Do you like to make decisions?
9. Do you like to predict the future trends in fashion?
10. Do you like a challenge?
11. Do you remember prices of apparel?
12. Do you notice what people are wearing?

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Occupations in Retail and Fashion Merchandising

Job	Qualification	Responsibilities
Stock clerk	Entry-level, HSE [High School Ed.]	Keep track of and control goods.
Receiving clerk	Entry-level, HSE	Receive goods, checking for amount and for damage.
Mail order clerk	Entry-level, HSE	Handles paper work for orders.
Office clerk	Entry-level, HSE	File, type, do record keeping.
Salesperson	Entry-level, HSE	Help customers select merchandise, transport sales, do stockkeeping.
Cashier	Entry-level, HSE	Ring up sales and make change.
Assistant Buyer	CD [College Degree,] Business Training	Aids the buyer, supervisor, sales staff; watch rate of movement of merchandise.
Buyer	CD, Merchandising, Advertising, and Display Training	Anticipate wants, select merchandise that sells for profit. Participate in sales promotion activity.
General Merchandise Manager	Same as above, plus work experience	Supervises all buying and selling activities. Supervises department managers and buyers.
Divisonal Merchandise Manager	Same as above	Coordinate activities of related departments. Interpret and execute management policies.
Comparison Shopper	HSE, selling experience	Makes comparisons between prices and qualities of store's merchandise and competitors.
Fashion Coordinator	CD, training in modeling, styling and merchandising	Promote sales of merchandise by developing a fashion image for the store. Forecasts fashion trends.
Advertising Manager	CD, apprenticeship training	Directs company's advertising program [type, amount, etc.]
Section Manager	CD, apprenticeship training	Maintain satisfactory standards of customer service. Supervise personnel. Respond to emergencies.
Sales Representative	CD, specialized in business training	Locate industrial customers. Make products known. Provide product information and services.

Topic: Buying Garments

Objective: Evaluate a garment in terms of quality construction.

Activity:

1. Distribute the following checklist.
2. Obtain several garments for evaluation. (These need not be new.) A desirable plan would be to have one or two garments for each group of 3-4 students.
3. After students have evaluated the garments, have them report their findings.

Garment Check List

Criteria	Good Construction	Questionable Construction
1. Seams at least 1/2" in width or seams narrower than 1/2"		
2. Machine stitches fine, small and strong or machine stitches large, loose and weak.		
3. Buttons suited to garment and durable or Buttons appear likely to chip and break easily or not suited to garment		
4. Buttonholes--fine stitches, close together or buttonholes--loosely worked, raw edges showing.		
5. Belt--sturdy or self-backing or Belt with thin paper backing which cracks easily		
6. Hem allowance deep enough to permit alteration, but not bulky or hem extremely narrow or too wide		
7. Hems and seams even in width throughout or hem extremely narrow or too wide		
8. Trimmings durable and easy to care for or trimmings difficult to wash and iron.		

Topic: Career -- Pattern Drafting

Objective: Draft a pattern.

Activity:

1. Have students select an idea for a pillow pattern.
2. Instruct students to draw on a piece of paper the outline of the project represented by the cutting line. Also, have them draw the following symbols and words on the pattern:
    - Pattern company name
    - Pattern company number
    - Pattern piece letter
    - Grainline arrow
    - Notches and/or dots
    - Placement lines for felt trimming
    - Seam line
    - Seam allowance
3. Students should also write sewing instructions.
4. Follow-up discussion:
    a. Have students share their drafted pattern with other class members.
    b. Why is it important to have all of the symbols and words on a pattern?
    c. Are all the patterns useable? How could they be improved?
    d. Why is it important to have well-written and clear directions? Are the instructions clearly understandable and brief? How could they be improved?
5. Have students write a brief description of the occupation of a pattern drafter describing the needed skills.

Note: This pattern can also be used to show other career opportunities [cutter, marker, presser] and basic construction skills.

FOOD SERVICE PROGRAM

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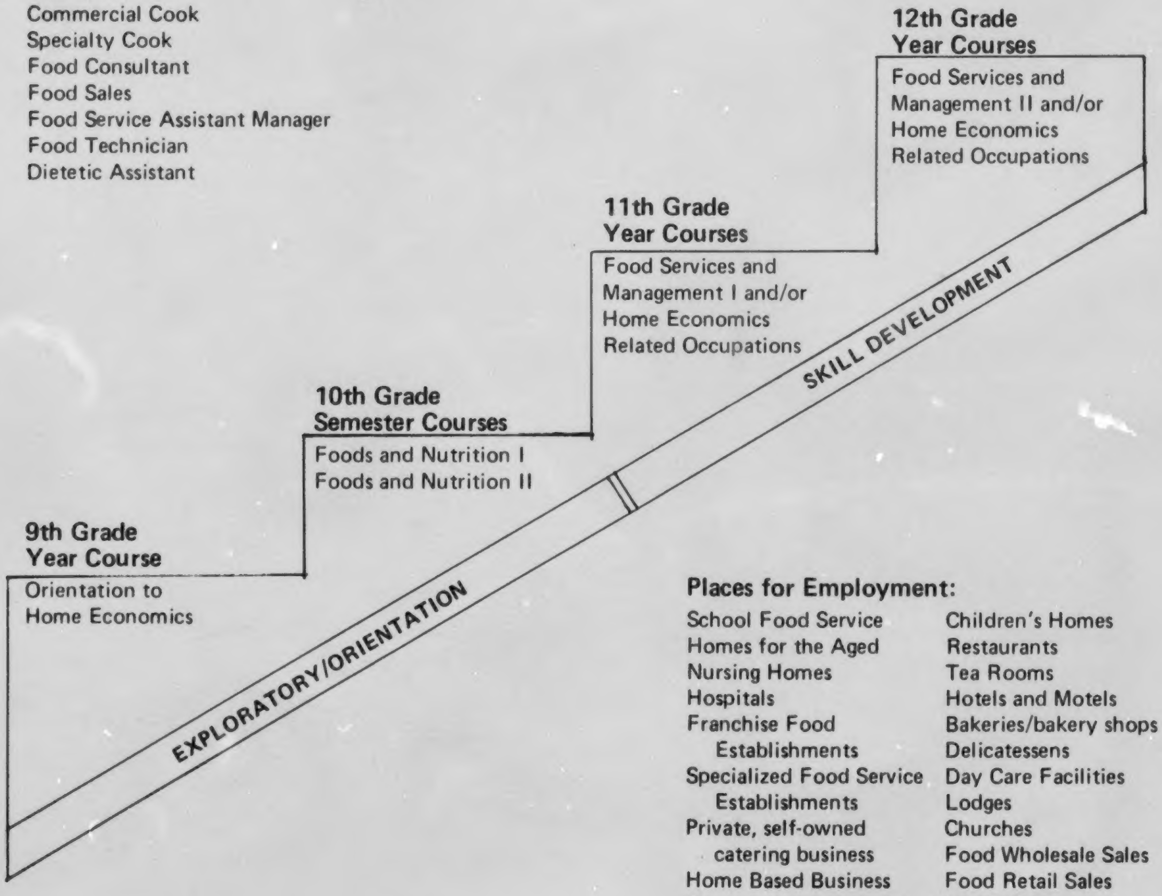
09.0203 – Food Production, Management, and Services
(20.0401)

FOOD SERVICE PRODUCTION PROGRAM

The food service production program includes a sequence of planned, educational classroom and laboratory experiences providing students with the opportunities to develop the identified competencies needed for employment in a variety of jobs utilizing knowledges and skills in nutrition and food preparation. Basic principles of food preparation, nutrition as related to food use and preparation, safety, sanitation, use and care of food service equipment, terminology applicable to food service, table settings and serving, cost, quality and portion control, and other aspects related to the jobs for which the individual program is planned are included. The sequence also includes an orientation to career ladders in the industry, personal characteristics desirable for successful employment, and an emphasis on developing skills for productive relationships with fellow employees and employers.

Job Titles:

- Baker
- Caterer
- Commercial Cook
- Specialty Cook
- Food Consultant
- Food Sales
- Food Service Assistant Manager
- Food Technician
- Dietetic Assistant



12th Grade Year Courses
Food Services and Management II and/or Home Economics Related Occupations

11th Grade Year Courses
Food Services and Management I and/or Home Economics Related Occupations

10th Grade Semester Courses
Foods and Nutrition I
Foods and Nutrition II

9th Grade Year Course
Orientation to Home Economics

Places for Employment:

- School Food Service
- Homes for the Aged
- Nursing Homes
- Hospitals
- Franchise Food Establishments
- Specialized Food Service Establishments
- Private, self-owned catering business
- Home Based Business
- Governmental Agencies
- Food Processing Plants
- Public Health Facilities
- Food Manufacturing Establishments
- Children's Homes
- Restaurants
- Tea Rooms
- Hotels and Motels
- Bakeries/bakery shops
- Delicatessens
- Day Care Facilities
- Lodges
- Churches
- Food Wholesale Sales
- Food Retail Sales
- Institutions
- Food Service Industry Facilities
- Cafeterias

FOODS AND NUTRITION I

Content Outline

Grade 10

Semester Course

In this orientation level course, students should develop an accurate knowledge of applied nutrition and an understanding of basic principles of food preparation. They will develop skills in using equipment to produce simple, nutritious and attractively served meals and snacks. Emphasis is placed on developing management techniques to aid in combining the roles of homemaker and wage earner. Food buying, safety, and sanitation will be stressed.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREA OF EMPHASIS

- OCCUPATIONS related to foods and nutrition
- NUTRIENTS and their relationship to health, energy and appearance
- FACTORS that influence nutrient needs and food choices
- PLANNING the selection and purchase of foods
- SKILLS needed for working with food
- PREPARATION and service of foods

I. OCCUPATIONS RELATED TO FOODS AND NUTRITION

OCCUPATIONAL and career opportunities (145)

*Identify career opportunities in the different branches of the food service industry

ATTITUDES and skills related to employability

*Determine skills and competencies required for various careers related to foods and nutrition

*Develop characteristics and qualities which contribute to employability

II. NUTRIENTS AND THEIR RELATIONSHIP TO HEALTH, ENERGY AND APPEARANCE

IDENTIFICATION of nutrients--water, proteins, carbohydrates, fats, vitamins, and minerals

FUNCTIONS and sources of nutrients needed by the body

*Identify functions and sources of nutrients needed by the body (146)

*Identify empty calorie foods

NUTRIENT density

*Explain the concept of nutrient density

*Identify meals and snacks that are low in sugar, salt, fat, and high in nutrients

*Evaluate meals and snacks for their nutrient density

NUTRIENT and caloric needs (147)

*Determine personal nutrient and caloric needs

THE digestive system--how the body uses food

*Describe the process of digestion

EATING patterns

*Follow eating patterns which will maintain energy, health and appearance, and provide for growth

III. FACTORS THAT INFLUENCE NUTRIENT NEEDS AND FOOD CHOICES

INFLUENCE of age, size, health, and activities on nutrient needs

*Identify influences on personal food habits and needs, including pregnancy

INFLUENCE of culture, family and peers on eating patterns and food choices

*Relate the influence of culture, family and peers to eating patterns and food choices ◆

SOCIAL pressures that foster good or poor nutrition

*Identify social pressures that influence food choices

INFLUENCE of mass media on food choices

*Evaluate the accuracy of food and nutrition information presented in the media

EMOTIONS and food choices

*Analyze personal eating habits and how they differ with mood changes

VALUES related to food choices (148)

*Explain how food choices may support certain values, i.e., economics, health, convenience, sociability, and self-sufficiency

IV. PLANNING THE SELECTION AND PURCHASE OF FOODS

SELECTION of food for a balanced diet using meal planning guides

*Use meal planning guides to select a balanced diet at home or away from home, e.g., RDA's, food exchange plans and U.S. Guidelines (149) (150) (151)

*Analyze restaurant menus for nutrient content (152)

BASIC shopping skills

-Sources of consumer information

*Identify and use sources of reliable information to make food selection decisions (153)

-Comparison shopping (154)

*Compare cost, nutritional value, and other factors when shopping for food (155)

*Identify and evaluate common practices in food marketing and merchandising

-Shopping lists (156)

*Prepare a shopping list for use in a particular situation

USING computers in food planning

*Determine possible uses of computers in food planning

*Evaluate the effectiveness and efficiency of using computers in the kitchen

V. SKILLS NEEDED FOR WORKING WITH FOOD

SANITARY practices in food handling (160)

*Follow sanitary practices whenever working with food

PROPER food storage

*Store different types of food for safe consumption

EQUIPMENT and appliances (157)

*Use food preparation appliances and equipment safely and efficiently (158) (159) ▲

*Analyze equipment and appliances for a variety of uses

*Care for appliances, equipment, and utensils

READING, following and adapting recipes (161) ▲

*Interpret recipes and adapt them to fit particular situations

MEASUREMENT techniques

*Measure different ingredients accurately, using the appropriate equipment

MANAGEMENT of time and energy

*Make work plans for laboratory situations

COOPERATION with others

*Cooperate with others to prepare food

VI. PREPARATION AND SERVICE OF FOODS

PLANNING and organizing resources for food preparation

*Plan use of time, energy, and other resources to prepare food

FOOD preparation terms, principles, techniques, and information (162)

- fruit and vegetables
- meat, poultry, sea foods, eggs, and meat substitutes
- milk, cheese, and dairy products (163)
- cereals and breads
- soups and sandwiches
- sauces

*Prepare basic foods and food combinations from various food groups

*Prepare food so that form, color, nutrient value and appearance is preserved

EFFICIENT and attractive meal service

*Prepare simple garnishes and serve food attractively

*Practice different styles of service

FOODS AND NUTRITION II

Content Outline

Grade 10

Semester Course

In this second orientation level foods course, more attention is paid to food selection and food preparation for special circumstances and dietary needs. Laboratory sessions are devoted to preparation of foods with certain characteristics. Recipes for high fiber, low sodium, low fat, and low sugar products could be collected and prepared. Emphasis is put on lowering the caloric content of food without destroying its palatability. Foods suitable for children, pregnant teenagers and the elderly could be prepared. Home food preservation techniques which are appropriate for the geographic area should be practiced, and students should get some experience in preparing meals within a specified budget.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- CAREERS in foods and nutrition
- INFLUENCES on food customs
- DIET and health
- CHECKING the adequacy of diets
- CURRENT nutritional issues
- PLANNING for special food needs
- SAFETY of foods
- FOOD prices and food budgets
- FOOD buying
- PREVENTION of food-borne illness
- CONSERVATION in providing food
- HOME food preservation

I. CAREERS IN FOODS AND NUTRITION

FOOD service jobs in the community

*Identify job opportunities within the community

PERSONAL skills and interests

*Evaluate personal skills and interests in relation to specific food service career goals

II. INFLUENCES ON FOOD CUSTOMS (164)

CLIMATE

GEOGRAPHY--type of soil, topography

SUPERSTITIONS and/or traditions

RELIGION

SOCIAL practices

ECONOMIC conditions

CONTACT with other cultures--travel, T.V.

TECHNOLOGY--availability of new products

*Give examples of family food customs

*Trace the origins of some food customs and relate them to various social, economic, and geographic conditions

III. DIET AND HEALTH

RELATION of diet to physical, mental and emotional health and development

*Relate diet to physical, mental and emotional health and development, e.g., results of anorexia nervosa, bulimia food binges

EFFECTS of alcholism, drug abuse, and smoking on eating habits, nutrition, and health

*Explain how problems such as alcholism, smoking, and drug abuse tend to interfere with eating habits and good health ◆

DEFICIENCY, diseases and disorders

*Describe diseases and disorders resulting from deficiencies or excesses of essential nutrients

FOOD quackery

*Give examples of food quackery

IV. CHECKING THE ADEQUACY OF DIETS (147)

FOOD GUIDES--such as the Basic Four

PERCENTAGE of RDA--nutrition labeling

EXCHANGE lists

DIETARY calculations

*Evaluate food consumption in terms of different food guidelines (165)

*Compare the adequacy and ease of use of various means of checking nutrient intake

V. CURRENT NUTRITIONAL ISSUES (166)

TOOTH decay

FOOD fiber

SATURATED fat

CHOLESTEROL

PROTEIN sources

WEIGHT control (167)

FAD diets

*Summarize current thought, including alternative views, in relation to selected nutritional issues

*Identify changes in eating habits which would be in line with current nutritional knowledge

*Judge the reliability of sources of nutritional information

VI. PLANNING FOR SPECIAL FOOD NEEDS (168)

NUTRITIONAL needs and food preparation problems of:

- athletes
- persons who live alone
- vegetarians
- pregnant and nursing women, especially teenagers
- infants and young children
- elderly
- those with medical conditions, e.g., heart disease, diabetes, obesity

*Identify special nutritional needs of persons in particular categories

*Suggest dietary changes to meet desired goals in special circumstances, such as lowering the caloric or sodium content

*Plan diets which will contain adequate nutrients in spite of restrictions, such as those for vegetarians

VII. SAFETY OF FOODS

FOOD additives (169)

*Explain purposes for using food additives

*Describe conditions under which an additive may be considered safe

CONTAMINANTS

*List contaminants which may affect the food supply

*Summarize regulations for controlling food contamination

AGENCIES which monitor food safety

*Describe the role of the FDA and state and local agencies in promoting food safety

CONSUMER responsibility

*Identify consumer practices which aid in purchasing safe food

VIII. FOOD PRICES AND FOOD BUDGETS

FACTORS which influence the price of food (170)

*Explain factors that influence food prices, such as growing conditions, weather, season, processing and transportation costs, consumer behavior, handling, shoplifting, overhead and inflation

FACTORS which influence the amount spent on food (171)

*Identify personal and family characteristics and values which influence the amount spent on food, i.e., preferences, values, economy, health, life-style, household characteristics, and income in relation to other expenses

LOW and high cost foods within product categories (172)

*Identify low and high cost items within various food groups (173) (174)

PLANNING food budgets at different cost levels

*Plan menus and diets for different cost levels

IX. FOOD BUYING (175)

TYPES and factors to consider when making market selections

*Identify types of food sources and evaluate advantages and disadvantages of each, i.e., super markets, specialty shops, mail orders, buying clubs, and roadside markets

GROWING your own food

*Suggest ways of raising food in a restricted area, i.e., on a porch or patio

FOOD advertising, labeling and marketing practices (176) (177)

*Identify and evaluate common practices in food marketing and merchandising

*Interpret information in advertisements and on labels and use it in making food purchasing decisions (178)

USE of a shopping list

*State advantages of using a shopping list

*Prepare and use grocery shopping lists

X. PREVENTION OF FOOD-BORNE ILLNESS

CAUSES of food-borne illness

*Describe causes and symptoms of common food-borne illnesses

PERSONAL hygiene and proper food handling procedures

*Follow recommended sanitary procedures when working with food

CLEANLINESS in the kitchen

*Clean kitchens and equipment to maintain identified standards

XI. CONSERVATION IN PROVIDING FOOD

PREVENTION of food spoilage

*Store different types of food to keep them in good condition for use

RESOURCE economy

*Make efficient use of time, energy and supplies during food preparation

LEFTOVERS and planovers ▲

*Determine ways to make use of leftovers

WORK simplification

*Study food preparation processes and simplify them where possible

XII. HOME FOOD PRESERVATION (179)

FREEZING, canning, drying, and storing preserved food

*Preserve foods in various ways

*Compare cost and quality of food preserved in different ways ▲

MANAGEMENT of a home freezer

*Plan an inventory system for use in managing a home freezer

FACTORS to consider when deciding on home food preservation

*List factors to consider in deciding how, and whether or not to preserve food at home (180)

FOOD SERVICE AND MANAGEMENT I

Content Outline

Grade 11 or 12

Year Course

This course is designed to provide students interested in a career in food service with the information and practical experiences needed for the development of job-related competencies. The students will be provided laboratory experience using commercial food service equipment, preparing food in quantity, and serving food to the public and/or students. The laboratory may be a specially designed in-school facility, the school cafeteria, or a community site where a student can develop skills on-the-job. Alternate arrangements may include an in-school laboratory, or an extended campus facility, or through cooperative education. Operating this class as a nonprofit business would be desirable but some provision for the sale of the food produced in quantity is essential.

Safety and sanitation are emphasized. The unit provides the students with the necessary information and experiences to prepare them for the sanitation examination given by the Department of Public Health.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- ORIENTATION to the food service industry
- APPLIED nutrition for the commercial food service
- SAFETY and sanitation techniques in food service establishments
- KITCHEN organization
- QUANTITY food preparation principles and techniques
- SALES and service

I. ORIENTATION TO THE FOOD SERVICE INDUSTRY

FOOD service careers and jobs

*Identify areas of personal interest in the food service industry

*Analyze job descriptions of food related occupations

*Identify current salaries/wages and possibilities of advancement for careers and jobs

II. APPLIED NUTRITION FOR THE COMMERCIAL FOOD SERVICE

MENU planning

*Evaluate menus from various restaurants in terms of variety, nutrient content, etc. (150)

*Plan meals and menus for a variety of commercial food services (181)

PRESERVATION of nutrients in quantity food preparation

*Explain the effects of temperature, air light, etc., on the retention of various nutrients

*Follow recommended procedures to preserve nutrients in quantity food preparation

*Prepare and store foods so as to maintain high levels of nutrients

III. SAFETY AND SANITATION TECHNIQUES IN FOOD SERVICE ESTABLISHMENTS

PERSONAL hygiene

*Develop and apply high standards for personal grooming and hygiene on the job (160) (182)

SAFE kitchen practices

*Follow safe practices in working with appliances, equipment and in serving food

FIRST-aid techniques

*Explain and demonstrate first-aid techniques for common kitchen and dining room accidents, including choking

SANITARY standards/codes

*Explain and follow applicable sanitation standards and codes in food service establishments

IV. KITCHEN ORGANIZATION

WORK stations

*Identify work stations commonly found in the food service industry, i.e., salad, entree and vegetable, fry-broil, soup and sauce, bake and service station

WORK progression

*Organize work centers and plan for the progression of work when preparing food (183)

INSTITUTIONAL food service equipment and appliances

*Prepare foods using commercial food service equipment and appliances at appropriate work stations

*Clean and care for appliances and equipment

V. QUANTITY FOOD PREPARATION PRINCIPLES AND TECHNIQUES

COOKING terms, utensils and appliances (184)

*Define and use terms common to quantity cooking (185)

*Use appropriate utensils in food preparation

RECIPE reading and conversions

*Explain difference between home recipes and cooking procedures, and those used in quantity cookery

*Prepare foods using standardized recipes

*Read and convert recipes as needed to serve differing numbers of people (186)

WEIGHING and measuring ingredients

*Practice proper techniques for weighing and measuring ingredients and foods

HANDLING and storage of raw and prepared foods

*Handle and store all foods in a sanitary manner

FOOD preparation by work stations

- appetizers and beverages
- salads and salad dressings
- sandwiches

- meat, poultry, seafood
- vegetables and fruits
- sauteeing and deep fat frying
- broiling and grilling
- soups and sauces
- breads and rolls
- cakes, cookies and pastries

*Prepare palatable foods using commercial equipment and practice basic food preparation principles and techniques for conserving time, energy, and resources

*Calculate cost of food per serving

*Determine and practice portion control

VI. SALES AND SERVICE

SALES

*Determine the cost of prepared foods to sell

*Practice polite ways to speak with customers

*Practice making correct change

TYPES of service

*Identify and compare types of service, i.e., fast food, family restaurant, institutional, cafeteria, formal, etc.

*Prepare dining and/or serving areas for different styles of service

*Set and decorate tables according to the standards of particular establishment standards

STYLES of service

*Demonstrate different styles of service in actual or simulated settings

RELATIONSHIP between customer satisfaction and the appearance, attitude and communication skills of the person serving the food

*Exhibit behaviors that enhance customer satisfaction

FOOD SERVICE AND MANAGEMENT II

Content Outline

Grade 12

Year Course

This course continues the learnings begun in Food Service and Management I, either in an in-school food service laboratory, an extended campus facility or a commercial enterprise which employs students through a cooperative education agreement. More emphasis is placed on management skills, including food purchasing, human relations and personnel selection and supervision.

The major learning activities for the training level in food service and management will involve actual food preparation, service and clean-up. Thus only a few classroom type activities are given. However, some of the experiences suggested for earlier courses may be adapted for use at this level.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- CAREER information
- QUANTITY food preparation
- FOOD service management and operations
- PLANNING and organizing a food service operation
- MANAGING a food service establishment
- COMMUNICATION skills
- PERSONNEL selection and management
- HUMAN relations and worker productivity
- EQUIPMENT and appliances
- QUANTITY food purchasing

I. CAREER INFORMATION

RATIONALE for further education and/or training

*Identify reasons for seeking further education and/or training

JOB and education opportunities for a career in food service management

*Identify places to obtain further education and/or training

*Plan for further education and skill development to prepare for the type of employment desired

*Identify professional organizations and their role in the industry

*Prepare resume, letter of inquiry, and sample applications

II. QUANTITY FOOD PREPARATION (Determine content to reinforce or complete topics not covered in Food Service and Management I.)

TERMS, utensils and recipes (185) (186)

*Identify and use new terms and specialized utensils in quantity food preparation

FOOD preparation

*Prepare foods that require increased skills and time, such as, International Cuisine, e.g., Italian and French

*Calculate cost of food per serving, including preparation time

SPECIAL menus and diets

*Develop menus to meet the needs of those on special diets

*Prepare and serve foods for persons on special diets

FOOD regulations and enforcement agencies

*Follow food regulations

*Identify agenices charged with the responsibility of enforcing food and health regulations in food service establishments ◆

III. FOOD SERVICE MANAGEMENT AND OPERATIONS

RESPONSIBILITIES of managers

*Identify tasks and responsibilities of food service managers, i.e., purchasing, making schedules, selecting personnel, etc.

SELF-APPRAISAL

*Evaluate personal experiences related to managerial responsibilities

ORGANIZATIONAL structures--institutional and departmental

GOALS and objectives of various types of food service

*Identify types of food service establishments and their organizational structure

*Relate various job positions to the overall organization of the food service establishment

*Describe the functions and goals of various types of food service establishments

IV. PLANNING AND ORGANIZING A FOOD SERVICE OPERATION

FACTORS to consider in planning and organizing

- type of facility
- goals and objectives of facility
- clientele
- available resources

*Make decisions based on institutional goals and policies (187)

*Identify factors to consider when planning a food service business

*List steps to take in setting up a business

*Compare the risks and the benefits of entrepreneurship

*Identify sources of help for the entrepreneur both before and after establishment of the business

*Design menus for restaurants and institutions reflecting the goals and objectives of the facility

RELATIONSHIP between organization and team work

*Describe the relationship between organization and team work

TOOLS of management--job analysis, job specifications, job description, work schedules, organizational chart, etc.

*Practice basic management techniques under supervision

*Develop a code of ethics for a business and policies to guide its operation (187) ▲

V. MANAGING A FOOD SERVICE ESTABLISHMENT

QUALITIES of a successful manager

- leadership capabilities--managing human and physical resources
- ability to obtain cooperation among workers
- willingness to delegate responsibility to employees
- effective in solving problems through decision making techniques
- attitude which sees problems as challenges

*Identify characteristics of leadership and practice

SELF-appraisal

*Evaluate personal strengths and weaknesses and devise a plan to improve the qualities needed by a successful manager

VI. COMMUNICATION SKILLS

TECHNIQUES for communicating with others

*Develop speech habits which reflect confidence, interest in others and a concern for meeting employee needs

*Identify gestures, postures and other nonverbal indicators of meaning and feelings

USE of correct speech and vocabulary

*Use grammar and vocabulary appropriate to the audience and setting

IMPORTANCE of the voice as a medium for selling

*Use the telephone and other communication devices in a skillful manner

WRITTEN communication

*Develop writing skills to convey messages

DELEGATING authority and responsibility

*Take responsibility for assigned tasks and delegate work when appropriate

BARRIERS to effective communication

*Identify possible barriers to effective communication

VII. PERSONNEL SELECTION AND MANAGEMENT

EMPLOYMENT procedures and guidelines--federal, state, and local

JOB analysis, job description (188)

*Develop and use tools to seek qualified employees

JOB application and interview process

*Conduct job interviews

*Determine bases for employment decisions

ORIENTATION of new employees

*Explain importance of orienting new employees

*Develop a procedure for orienting new employees

TERMINATING an employee

*Identify reasons for terminating an employee

*Prepare guidelines for terminating an employee

VIII. HUMAN RELATIONS AND WORKER PRODUCTIVITY

CUSTOMER and employee relations

EMPLOYER and employee relations (189) ▲

*Build good relationships with customers, employers and employees

FACTORS that affect employee morale and job satisfaction

RELATION of initiative and creativity to successful job performance

JOB performance and the effect of morale

*Describe factors which contribute to morale and job satisfaction

MOTIVATION of employees

*Practice motivational techniques to encourage good work of self and others

LABOR laws

*Identify and interpret government regulations that affect employees

IX. EQUIPMENT AND APPLIANCES

INSTITUTIONAL equipment and appliances

*Identify equipment and appliances needed for different types of food services

*Identify multiple uses for equipment and appliances (190)

*Investigate the cost of new equipment and used equipment

X. QUANTITY FOOD PURCHASING ▲

FACTORS to consider in menu planning

*Plan, evaluate and revise menus for particular operations in terms of cost, type of service, portion control and available help

GRADING of foods

*Investigate the different grading systems

SELECTION of foods

*Select foods after considering cost, supply, quality, and form of product

COST of raw products vs. convenience products

*Compare the cost, quality, preparation and palatability of different types of products, e.g., fresh vs. convenience

WORKING with vendors

*Identify places to purchase foods and ingredients

*Compare products, price and service of available vendors

*Follow legal, ethical and efficient procedures for placing orders with vendors

INVENTORY control

*Develop a system of first in, first out

*Take inventory and maintain records of food and equipment

*Develop plans to inhibit pilferage practices

STORAGE and handling of foods--delivery procedures

*Account for food deliveries and route them to proper storage

COMPUTERS in the food service industry ▲

*Identify uses for the computer to assist in sales, purchasing and inventory control

*Use the computer for purchasing and inventory control, etc.

FHA-HERO ACTIVITIES FOR FOODS AND NUTRITION I TO BE DEVELOPED BY FHA-HERO STUDENTS

1. Divide class/chapter into FHA-HERO teams to analyze food advertisements on radio/TV, newspaper, and in magazines. Examine content for nutrition information and other information provided. Summarize information. Make oral presentations to other students or present information on posters and display around the school.

2. Sponsor a poster contest on safe and efficient use of kitchen equipment and appliances. Invite a guest judge to select the best posters. Display winning posters near the equipment in the foods lab to serve as instructional devices for classes.

3. Put simple recipes into pictorial form for young children or non-English speaking adults. Put together in the form of a recipe book. Use as a basis for demonstrating recipe interpretation to groups outside the department.

4. Interview or invite employees in the food service industry to work with the class/chapter to:

   a. determine jobs in the food industry

   b. determine skills needed to perform on the job

   c. identify how one would prepare for the job.

FHA-HERO ACTIVITIES FOR
FOODS AND NUTRITION II
TO BE DEVELOPED BY
FHA-HERO STUDENTS

1. Develop a survey instrument to identify personal values which influence attitudes toward food. Distribute the instrument to as many students in school as possible. Tally the information to use as a basis for:

   a. recommending changes in the food served in the cafeteria,

   b. developing a poster campaign to inform individuals about the importance of eating a variety of foods,

   c. identifying foods that should be prepared or topics that should be studied in class, and

   d. selecting individual food goals for class members.

2. Collect newspaper and magazine articles about new food products on the market. Purchase some of the food and samples. Discuss label information in relation to food technology. Have class/chapter predict which food items might become "best sellers." Invite a representative from a grocery store to analyze the predictions and share how food technology affects consumer food choices and the cost and care of food.

3. a. Invite a former alcoholic, drug addict, or heavy smoker as a speaker for the class/chapter to explain diet and heath problems caused by the addiction.

   b. Invite an individual who works with drug dependent people to the class/chapter. Have them share their observation of health and diet problems.

4. Have each class/chapter member select a nutritional food preparation problem such as special diets for athletes, vegetarians, pregnant women, etc. Develop a do's and don't handout and special recipes to help individuals cope with specific problems. Distribute handouts.

5. Determine the costs of purchasing a home freezer, electrical costs, and cost of preserving food. Calculate costs on a monthly basis. Prepare a handout and distribute to parents at an open house.

6. Take orders for cakes and pies from faculty or community organizations. Sell items as an FHA-HERO money making activity.

7. Prepare an international meal for a community organization or the foreign language club in the school. Present the history and methods of preparing the food. Include food demonstrations to illustrate interesting preparation techniques.

8. Prepare a recipe book using left overs or small portions of food. Include methods of storage and serving suggestions. Sell as an FHA-HERO money making project or give away as a public relations tool.

9. Contact agencies such as Bread for the World that deal with world hunger problems. Study the problems presented in their literature. Identify concerns and, if the group agrees, support their work in some way.

FHA-HERO ACTIVITIES FOR
FOOD SERVICE AND MANAGEMENT I
TO BE DEVELOPED BY
FHA-HERO STUDENTS

1. Collect a variety of menus from local restaurants. Use individual meals or food items to:
    a. analyze nutritional values
    b. plan menus for class/chapter activities
    c. analyze most commonly served foods and determine skills, equipment, time, and money needed to prepare each.
2. Visit a food establishment. Ask the person(s) responsible for enforcing health regulations to discuss and demonstrate specific techniques used to meet the regulations.
3. Study the use and care manuals for equipment used in the department. Briefly summarize the use and care instructions on cards and post near equipment for a quick reference during labs.
4. Visit a food establishment that uses computers to assist in sales, purchasing, and inventory control. Ask the person(s) in charge to demonstrate the use of the equipment and explain the skills needed to operate the equipment.
5. Prepare "brown bag" lunches. Take orders to sell to local community organizations, school board members, faculty or other students. Add enclosures such as nutritional information, suggestions for storing food if not eaten and a "feed back" sheet to be returned to those who prepared the brown bag for evaluating the food products.

FHA-HERO ACTIVITIES FOR FOOD SERVICE MANAGEMENT II TO BE DEVELOPED BY FHA-HERO STUDENTS

1. Formulate questions to ask food service managers. Use the questions as a basis for individual interviews to identify qualifications and responsibilities. Use information gathered to:
   a. develop a slide presentation to recruit students into the program or to share information with others in career fairs or an open house.
   b. set individual goals for each student as a personal FHA-HERO project.
2. Use the Planning Process to develop a code of ethics and policies to guide the operation of the food service class/chapter.
   a. Invite food service personnel to critique the code and policies and share why such a document is important in daily operations.
   b. Use the codes and policies as a basis for evaluating class/chapter activities throughout the year.
3. Have students collect examples of situations of employer/employee relationships that might need improving. Classroom situations could be used as a basis to role play several alternative solutions to each problem.
4. Develop a survey instrument to guide students in identifying work simplification, cost control techniques, methods of reducing pilferage, etc. Visit food establishments within the community to complete the survey instrument. Compare information gathered and determine information that can be applied to class/chapter activities.

Topic: Career Opportunities in the Food Service Industry

Objective: Identify places in the community that employ persons in the food service industry.

Activity:

1. Collect several area telephone books.
2. Divide students into small groups, giving each group a directory. Direct them to identify local food service industries by name.
3. Have students call or visit the businesses and obtain information about food related jobs, responsibilities, pay/wages, opportunities for advancement, qualifications, benefits, and working conditions.
4. Have students practice obtaining this information by role playing telephone interviews and personal interviews.
5. When this activity has been completed, discuss, using the following guide questions:
    a. What kinds of places are available for obtaining jobs related to the food industry?
    b. Which jobs require further education?
    c. Which jobs could you obtain with your present education?
    d. Which jobs pay higher wages? Why do you think they pay more?
    e. Which jobs would you consider applying for?

Note: A file could be prepared for students looking for jobs.

A-146

Topic: Nutrients--Identification, Functions and Sources

Objectives: Identify needed nutrients, their functions in the body, and foods rich in the different nutrients.

Activity:

1. Select one nutrient for each 2 or 3 students in the class. Explain that each group is to "teach" the nutrient to the rest of the class by:

   a. answering basic questions about it;

   b. demonstrating the preparation of a food rich in the nutrient; and

   c. preparing a five point quiz about the nutrient, to be given to the class.

2. Work with the class to decide on 6 or 7 questions about nutrients which all groups will be expected to answer, such as:

   a. Who discovered this nutrient?

   b. What does the nutrient do for the body?

   d. What foods contain a rich supply of the nutrient?

   d. What will happen if persons don't get enough of the nutrient?

3. Allow some library and class time for preparation of the reports. Check plans for the demonstration. (The food to be demonstrated should be kept a secret from the rest of the class.)

4. Work with the class to develop a score sheet for evaluating the reporters with such items as:

   Spoke so classmates could hear.
   Divided the work equally between group members.
   Used some visual aids to help classmates understand.

5. Check quiz questions and correct as necessary.

6. Set-up a schedule for the class demonstrations.

Note: This activity might utilize most of the time for the "nutrition" unit. With proper teacher guidance, students will learn a great deal from doing this "teaching."

Topic:	Checking Adequacy of Diets
Objective:	Plan menus for a day within specified calorie requirements.

Activity:

1. Divide the class in half. Students are to plan menus within a specified number of calories. Half the class will use 1200 calories, the other half 2400.
2. Give each student four white paper plates which are labeled: Breakfast, Lunch, Supper, and Snacks.
3. Provide calorie count booklets, old magazines, and/or computer programs.
4. Tell each student to find pictures of foods for each meal and for snacks which will meet both Basic Four and the assigned calorie count requirements.
5. Tell students to record the calorie count for a specific amount of food as they select the pictures. They should then arrange the food pictures on the plates and glue them in place, writing the amount of each food to be eaten, and the number of calories it contains beside each picture. Then the number of calories in each meal should be totalled.
6. Have students complete the attached summary sheet, then review answers to the questions.

Note: An additional activity might be to have a student with a 2400 calorie menu team up with a "low calorie" student. Together, they could rewrite the 2400 calories a day menus so that they contain 1200 calories.

This completed assignment could also be used to figure the amount of each nutrient consumed on this day. The totalled amounts could then be compared to each individual's RDA for the various nutrients.

Given Caloric Requirement __________ Name__________________________

Place the recommended number of servings for you in the parenthesis beside the name of each group. Then list the foods chosen under the appropriate food group. Beside each food, list the amount to be eaten and the number of calories in this amount.

MEAT GROUP ( )

Total Calories

MILK GROUP ( )

Total Calories

FRUIT AND VEGETABLE GROUP ( )

Total Calories

BREAD AND CEREAL GROUP ( )

Total Calories

OTHER (JUNK FOOD!!??)

Total Calories

NUMBER OF CALORIES

Breakfast __________

Lunch __________

Supper __________

Snacks __________

Total

Answer the following questions about your menus.

1. Did you have trouble staying within the caloric requirement? Why?

2. Which types of foods had low calorie counts? High calorie counts?

3. Was any one food group generally lower in calories than the others? Which one?

4. Were your Basic Four requirements satisfied?

5. How would you change your menus to meet the requirements given?

Topic: Values Related to Food Choices

Objective: Become more aware of the quality of personal eating habits.

Activity:

1. Ask students to write ten favorite foods in a column on a sheet of paper. In another column they should list ten disliked or least favorite foods. Then ask them to do the following:
   a. Mark a plus (+) by each food which is high in nutrients.
   b. Mark a minus (-) by each food which is low in nutrients.
   c. Place an (S) by each food which is high in salt and/or sugar.
   d. Place a star (*) by each food which is low in calories.
   e. Mark with (#) any food which you cannot stop eating, once started.
2. Next ask them to label each food on the list with the correct food group (Milk, Meat, Fruits and Vegetable, Bread and Cereals and Other)
3. Finally, ask students to write answers to the following questions:
   a. What food groups are more likely to be on your favorite list? on your disliked list?
   b. What did you learn about your food likes and dislikes from this exercise?
   c. Do you actually eat your favorite foods more often than your disliked foods?
   d. Would you be better off nutritionally if you ate your liked or your disliked foods?

Note: This activity was adapted from one described by Jack D. Osman, "Teaching Nutrition with a Focus on Values," Nutrition News, April 1973, Vol. 36, No. 2.

Topic: Use of Meal Planning Guides

Objective: Plan a diet which follows the Basic Four food guide.

Activity:

1. Provide reference materials such as a master list of foods organized under The Basic Four headings, texts and cookbooks.
2. Ask individual students to plan menus for a specific period of time (one or two days for the younger students, a week for the older ones).
3. Direct students to exchange menus, and use colored pencils, markers or crayons to indicate food groups in the menus according to this key.

red = meat group

yellow = grains, cereals

green = fruits, vegetables

blue = dairy products

The original planner should then make changes so that the plan meets The Basic Four requirements.

Note: This activity may be made more difficult and more realistic by planning for specific families (give case situations), or for those with limited money or time, or with special diet needs.

Topic: Planning the Selection and Purchase of Food

Objective: Become aware of the calorie content of common "fast" foods.

Activity:

1. Prepare student response sheets by placing menus from three different fast food establishments at the left and a column for calorie counts at the right.
   For example:

   Menus Calories

   Breakfast at McDonalds

   _____ _____ _____ _____ __________
   _____ _____ _____ __________
   Total: __________

   Lunch at Dairy Queen/Brazier

   _____ _____ _____ _____ __________
   ____
   _____ _____ _____ __________
   Total: __________

   Dinner at Ponderosa

   _____ _____ _____ _____ __________
   ____
   _____ _____ _____ __________
   Total: __________

2. Instruct students to make choices for three meals by circling items on the menus on the response sheets.

3. Pass out fast food calorie counters such as that found in "A Calorie Count for Fast Food Freaks" Current Consumer, February, 1978, and have students compute the total calorie count for their choices. Additional information about calorie values may be obtained by writing to the main offices of the various fast food companies.

4. Compare results, and explore the implications of the frequent consumption of "fast food."

Note: Students might also evaluate choices in terms of the Basic Four, or of sugar, fat, or sodium content, using appropriate reference materials.

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Topic: Using the U.S. Dietary Guidelines to Select Food

Objective: Make food choices in terms of the U.S. Dietary Guidleines.

Activity:

1. Introduce the U.S. Dietary Guidelines #3, 4, 5, and 6 which may be summarized: Eat foods lower in fat (esp. saturated fat), sugar, and sodium and higher in nutrient density, complex carbohydrates, and fiber.
2. Put the accompanying information on posters or a handout. Explain how the choices relate to the guidelines.
3. Prepare lists of 5 or 6 foods which form a hierarchy of quality according to the Guidelines. Suggested lists follow.
4. Write the names of the foods on index cards, one food to a card. Place the cards for each group in a separate envelope.
5. Divide class into groups and give one envelope of cards to each group. The task is to arrange the foods in order of quality according to the Guidelines.
6. Have each group present its order, and discuss the rationale with the class. The teacher's "key" may be put on transparencies so that all can see it.

Note: You will want to emphasize that sometimes one may have to make "trade-offs" in food choices. Regular cheese, for example, while an excellent source of protein, is high in saturated fat and sodium. Thus its use would be limited, according to the Guidelines.

You will also want to point out that within groups, foods vary in nutritive quality. For example, fresh fruits are not all equally nutritious. Thus the emphasis in the Guidelines on eating a variety of foods while restricting those high in undesirable ingredients.

As students become more familiar with the listings, they may make sets of cards to exchange with classmates.

FOR BETTER NUTRITION, EAT HIGHER ON THE LIST

Dairy Products

1. Nonfat or low-fat milk
2. Low fat cottage cheese--other cheeses made with skim milk
3. Regular cheeses, cheese foods, whole milk
4. Cream cheese, spreads and dips, whipping cream
5. Toppings and "creamers" such as Cool Whip, Cremora
6. Synthetic puddings such as Cool 'n Creamy

Meats

1. Poultry--especially chicken and turkey (without skin)
2. Fish and veal--including tuna (especially water packed)
3. Liver and other organ meats
4. Fresh pork and beef (leaner cuts)
5. Canned products such as ravioli, chili and hash
6. Ham and other processed meats
   bacon, weiners, sausage, bologna, luncheon meats

(Sometimes use eggs, beans, peanut butter, cheese and vegetable protein to replace meat)

Breads and Cereals

1. Whole grain breads (preferably home baked)
   and cereals (preferably hot) (unsweetened)
2. Enriched white bread and rolls--wheat germ
3. Nonenriched bakery products
4. Sweet rolls, doughnuts, coffee cakes, commercial sweet breads
5. Presweetened, ready-to-eat cereals

(Use peanut butter, cheese, home-made dips and pastes instead of sweet spreads on bread--or bake in raisins, bananas, prunes, nuts, etc. and eat toasted.)

Sweeteners

1. Fresh fruits and juices, without added sugar
2. Dried fruits such as raisins, dates, figs, prunes, apricots
3. Molasses-sorghum
4. Brown sugar/honey/maple syrup
5. White sugar/syrup
6. Saccharin-cyclamates

Fruits

↑

1. Fresh unsweetened fruits and juices
   especially good--citrus, melons, strawberries, berries, cherries, peaches, apricots
2. Frozen fruits, fruits canned without added sugar or artificial sweeteners
3. Prunes, dates, raisins
4. Canned fruit in syrup or frozen sweetened fruit or juices
5. Fruit drinks with low juice content--Hi-C, etc.
6. Imitation fruit juices--Tang, Start

Vegetables

↑

1. Fresh or frozen without sauces or added salt
   especially good--asparagus, broccoli, greens of most types, cauliflower, lettuce, okra, peas, pumpkin
   (When cooking, bake or boil or steam, instead of frying)
2. Canned vegetables, those frozen with sauces or in TV dinners
3. Raw vegetables, if tolerated digestively
   especially good--dark green leaves, carrots, green peppers, tomatoes

Suggested Food Lists for Analysis

Dairy Group	Meat Group	Sweeteners	Bread/Cereals
Nonfat milk	Chicken	Raisins	Whole wheat bread
Skim milk cheeses	Canned tuna	Molasses	Wheat germ
Velveeta	Fresh pork	Honey	Plain enriched rolls
Cream cheese	Canned ravoli	White sugar	Sweet rolls
Dream Whip pie	Hot dogs	Saccharin	Presweetened cereal

Vegetables	Fruit
Greens--in salad	Fresh oranges
Steamed fresh vegetables	Frozen fruit/no sugar
Frozen vegetables--plain	Canned fruit/no added sugar
Canned vegetables	Fruit drink, such as Hi-C
Frozen vegetables--in sauces	Breakfast drink, such as Tang

Topic: Selection of Food for a Balanced Diet (Away from Home)

Objective: Select a well-balanced meal from a restaurant menu.

Activity:

1. Collect menus from as many different restaurants as possible. Make copies if necessary so that students may each have one or more menus.
2. Direct students to select meals from the menus which contain foods from three or four food groups and which are appealing through variations in color, texture, shape and temperature. They should also compute the cost of the meal.
3. If enough menus are available, have students do this exercise for three meals, calculating the number of servings from each food group, the number of calories for the day, and the total cost of the meals for the day.

ROAST BEEF
ANDWICH

Note: A variation of this activity might be to have students select meals for persons within a specific cost ceiling or for those who require meals which are low in calories, fat, or sodium.

Topic: Basic Shopping Skills (Sources of Consumer Information)

Objective: Give examples of the types of consumer information found on food labels.

Activity:

1. Gather, or have students gather, a variety of labels from cans and sacks or plastic packages [not cardboard]. The teacher should select labels to be used for the game [approximately 10 labels per group).
2. Cut the picture of the product away from the rest of the label.
3. Glue the pictures and the actual labels on separate 4" by 5" cards.
4. Divide students into groups of three or four.
5. Give each group twenty cards and direct them to make the ten matches within a stated time limit. The team with the most correctly matched cards is the winner.
6. Distribute copies of the "Food Labeling Information Sheet" which follows and have students find examples of the kinds of information listed.

Note: To increase difficulty, cut pictures of food from magazines rather than using the front of the label. Have students design a label containing the required information. Or, have students look up a recipe and pretend they are going to market the product and make a food label for it.

FOOD LABELING INFORMATION SHEET

Do you take time to read food labels when you shop? Labels contain much valuable information.

Use labels when you shop to...

- See what foods are good sources of nutrients.
- Count calories.
- Compare different brands for nutrients.
- Cut down on sugar and additives.
- Cut down on salt and fat content.

Following are examples of some of the information given on labels.

*1. The name of the food. The name cannot be false or misleading.

*2. Net contents or Net weight.

*3. Foods that may spoil if improperly stored must include storage instructions, such as, "Keep Frozen."

4. Some containers show the grade of the food.

*5. If a product claims to have a special nutritional purpose, such as "high in vitamin C", this information must be included.

6. A list of the major nutrients and their percentages of U.S. R.D.A.'s contained in a single serving.

7. Serving size.

8. The number of servings per container. This helps you decide how much to buy.

9. Calorie content.

*10. Ingredients. Ingredients must be listed in order, with the ingredient present in largest amounts listed first and the smallest last.

*11. Additives must be included in the list of ingredients.

*12. The name and address of the company responsible for the product must be on the label. This is so you know where to write regarding questions and complaints.

*U.S. Government requirements for all food labels.

Topic: Comparison Shopping

Objective: Compare cost, nutritional value, and other factors when shopping for food.

Activity:

1. Hand out copies of the attached Comparison Shopping List. Other foods may be substituted for those given. You may wish to add a column for generic foods.
2. Identify stores in the community which fall into the two categories.
3. Direct students to take grocery lists to the two stores and make the comparisons. Emphasize the importance of comparing the same weight, size, or quantity.
4. If possible, provide fliers or newspaper ads for students to study before they go to the store. In some cases, it may be necessary to make the comparisons from these ads alone.
5. After students have made their comparisons, help them to summarize and draw conclusions by asking such questions as:
   - a. Was there a difference in price on all items?
   - b. Which brands were more expensive?
   - c. How much difference in price was there
     - 1. between brands?
     - 2. between stores?
   - d. Did the grocery ads help in comparing prices? in other ways?
   - e. Do people always want to buy the lowest priced product? Why or why not?
   - f. Do you think comparison shopping could save you money? Would it save enough to be worth the extra time it takes?

FROSTED FLAKES
CORN FLAKES

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COMPARISON SHOPPING LIST

Directions. You are to choose two grocery stores in your community from which to do a comparison study. A grocery list stating the items to be surveyed along with the size or amount of each item is given below. Store A is to be a chain store while Store B is to be an independent or other type store. Write the name and location of each store you chose. Write the national brand name, store brand name, and price of each item at both stores.

STORE A (CHAIN) ____________________
(name and location)

STORE B (INDEPENDENT OR OTHER) ____________________
(name and location)

		STORE A (CHAIN)				STORE B (INDEPENDENT OR OTHER)			
ITEM	SIZE	National Brand	Price	Store Brand	Price	National Brand	Price	Store Brand	Price
Oranges	1 doz.								
Frozen orange juice	6 oz.								
Milk - 2%	1 gal.								
Processed cheese	1 lb.								
Applesauce	15 oz.								
Green Beans	15 oz.								
Frozen Green Beans	10 oz.								
Hot Dogs	12 oz.								
Popcorn	1 lb.								

Topic: Comparison Shopping

Objective: Compare cost when shopping for food.

Activity:

1. Working individually or in pairs, have students choose one of the following food categories: a) leafy, green and yellow vegetables; b) citrus fruits and tomatoes; c) potatoes and sweet potatoes; other vegetables and fruits; d) milk or milk equivalents; e) meat, poultry and fish; f) dried beans, peas, and nuts; g) baked goods and cereals.
2. Visit a supermarket and identify foods available in the chosen category, noting form, price and the amount in the purchase unit.
3. Determine cost per serving and classify the foods as low, moderate, or high in cost within its category.
4. Compare results with classmates and try to form some generalizations, such as: foods in the low cost classification seem to have undergone less processing.

Note: If it is not possible to visit a market, this activity may be carried out by using grocery ads or fliers.

Topic: Basic Shopping Skills [Shopping Lists]

Objective: Organize shopping lists according to store layouts.

Activity:

1. Obtain from stores or have students visit and make sketches of local grocery store layouts.
2. Obtain from magazines or cookbooks or have students plan a set of meals for as many days as desired.
3. Explain the concept of market units. Then have students prepare a shopping list for the planned menus.
4. Assign students to different grocery stores and give each a copy of the proper layout.
5. Have students organize the shopping list to fit the different stores.
6. Conclude by summarizing the benefits of a shopping list, and a shopping list organized to fit a particular store.

Note: This activity may be organized as group work.

Topic: Use and Care of Appliances (Microwave Oven)

Objective: Identify and use terms related to microwave cookery.

Activity:

1. Give students a copy of the attached microwave crossword puzzle.
2. Have them complete.
3. Review and discuss.

Puzzle Answer Key

Down

1. magnetron tube
3. faster
5. energy
6. metal
7. he
9. cool
10. toss
17. preheated

Across

2. paper
4. walls
7. heated
8. stirrer
9. clean up
10. too
11. fat
12. easy
13. nutrients
14. light
15. wave guide
16. screen
18. radiation

MICROWAVE CROSSWORD PUZZLE

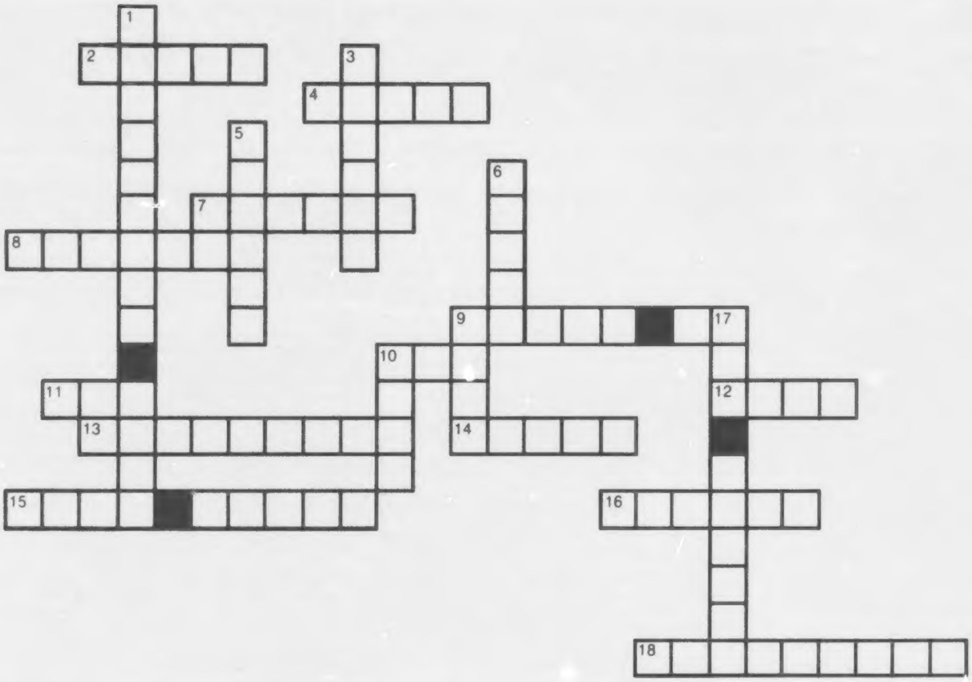
DOWN

1. Broadcasts microwaves at 2,450,000,000 per second.
3. Many people like micorwave ovens because they are ________ than conventional ovens.
5. Microwave ovens cook faster so they save ___________.
6. A substance that microwaves reflect off.
7. Pronoun meaning male.
9. In the microwave oven the air remains _______ unless there is steam from the food.
10. A word meaning to throw a ball.
17. Microwave ovens are not ____ - _______ before cooking like a conventional oven.

ACROSS

2. Food can be cooked on _______ plates in a microwave oven.
4. Microwaves bounce off the oven ________ and back into the food.
7. In a conventional oven, food is cooked by ________ air.
8. Distributes microwaves so the food cooks evenly.
9. Quick _______ ____ is an advantage of microwave cooking.
10. Also
11. Microwaves are attracted to ________ molecules.
12. Many _______ snacks may be prepared in the microwave.
13. Microwave cooking is moist-heat cooking, thus ________ are not lost.
14. Inside each microwave oven there is a ________.
15. Channels microwaves into oven cavity.
16. Microwave oven windows have a metal _______ which keeps the microwaves from escaping.
18. Microwave ovens cook by ___________.

MICROWAVE CROSSWORD PUZZLE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Topic: Use o[illegible]pment and Appliances

Objective: Compare different appliances which may be used for baking.

Activity:

1. Select a product which can be cooked in each of the available appliances. A simple cake or a pudding cake is suggested. Find recipes which are adapted to the appliances but otherwise similar, which can be completed in the lab period.
   Example: conventional oven, convection oven, toaster oven, microwave oven, electric frypan.
2. Have students develop work plans for each of the available appliances.
3. Have students prepare the products according to their work plans.
4. Direct evaluation of the product in terms of appearance, texture, flavor and cooking time.
5. Using information from manufacturers, utility companies, or the Illinois Commerce Commission, compute energy use and cost for preparing each product.
6. Summarize the results of this activity and help students draw conclusions.

Topic: Equipment and Appliances

Objective: Compare cost and efficiency of different pieces of equipment.

Activity:

1. Ask for several volunteers to perform the same task, using different pieces of equipment. For example, students might chop equivalent quantities of nuts or celery using each of the following:
    - paring knife
    - French knife
    - slicing knife
    - nonelectrical nut chopper (for the nuts)
    - blender
    - food processor
2. Help students compare the time (including cleaning time) and the energy (human and electrical) costs of performing the task with the different pieces of equipment. The end-condition of the product should also be compared.
3. Summarize results and draw conclusions about the factors to be considered in choosing equipment for food preparation.

Topic: Sanitary Practices in Food Handling

Objective: Explain the reasons for sanitary practices in food preparation.

Activity:

1. Enlist the help of a science teacher if necessary and prepare 8 petri dishes containing a nutrient agar medium.
2. Explain to students that this activity will show why certain practices are important for food sanitation.
3. Have selected students do the following:
    a. Cough over two dishes.
    b. Place three strands of hair in two dishes.
    c. Touch two dishes with unwashed hands.
    d. Wash hands thoroughly with soap and water; then touch two dishes with clean hands.
    e. Label and place dishes in a warm place for several days.
4. When growth has appeared, display plates and have the students list the sanitary practices related to the results:

    Avoid coughing over food

    Wash hands after using a tissue, etc.

Note: If desired and convenient, you might prepare slides of the bacterial growth to show to the class.

Topic: Reading, Following, and Adapting Recipes

Objective: Analyze, interpret, and suggest adaptations for recipes.

Activity:

1. Give each student a copy of the attached labeled recipe. Point out the parts: ingredients and amounts, directions for mixing or combining, directions for cooking, tests for doneness, and number of servings.
2. Pass out cookbooks or recipe booklets. Ask each student to select a recipe, copy it on the attached recipe worksheet, and then fill in the rest of the sheet.
3. After you have checked the worksheets, you may want to go over some of the items, such as common abbreviations or knowledge expected of the cook.

Note: This exercise can be varied in difficulty by changing the complexity of the recipes used. You may want to give every student the same recipe.

CHEESE-TOMATO MACARONI

KINDS OF INGREDIENTS CLEARLY STATED

EXACT AMOUNTS

2 tablespoons butter or margarine
¼ cup finely chopped onion
2 tablespoons flour
1 can [12 fl. oz.] cocktail vegetable juice
1/8 teaspoon pepper
3 cups cooked, drained elbow macaroni
1½ cups shredded sharp Cheddar cheese

INGREDIENTS LISTED IN ORDER OF USE

1. Melt butter or margarine in a 2-quart saucepan.

PAN SIZE

2. Cook the onion in the butter until tender.
3. Gradually blend in the flour.
4. Slowly stir in the vegetable juice.
5. Cook, stirring, until thickened.
6. Stir in pepper, cooked macaroni, and 1 cup of the shredded cheese.
7. Mix carefully and thoroughly.
8. Pour into a 1½ quart casserole.

PAN SIZE

9. Bake at 350° F. for 20 - 25 minutes or until the mixture is bubbling hot.

TIME

TEMPERATURE

10. Remove from oven and stir.
11. Sprinkle the remaining ½ cup of grated cheese over the top.
12. Return to the oven.
13. Bake only until the cheese melts, about 1 minute.
14. Makes about 4 cups.

YIELD

CLEAR STEP-BY-STEP INSTRUCTIONS

1. What do you have to do before you start with step 1?
2. Does the casserole need greasing?
3. Why is it better to give the yield in cups rather than in servings?
4. Could some other kind of cheese be used? What difference would this make?
5. Could vegetable oil be used instead of butter? What difference would this make?
6. How would this food be served?
7. What other foods could be combined with this one in order to make a balanced meal?

Recipe Worksheet

I. Copy of Recipe

II. List items you need in the order you will use them.

Ingredients and Amounts (Spell out any abbreviations)	Equipment

III. List steps in preparation and cooking in the order you would do them.

IV. Answer the following questions:

1. What substitutions could be made in this recipe? What might be the effect of each?
2. How would you serve this food? [Type of dish, utensils, etc.]
3. Plan a balanced meal including this food.

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Topic: Sources of Consumer Information (Information in a Cookbook)

Objective: Use a cookbook to answer questions about food selection, preparation and storage.

Activity:

1. Prepare a list of questions (examples below) the answers to which can be found in comprehensive cookbooks, and collect a number of such cookbooks for class use.
2. Divide the class into groups, depending on the number of cookbooks available.
3. Place a question on the board or on a transparency and have students try to find the answer. Compare answers found in the different books.
4. Generalize about different kinds of information found in cookbooks.

Examples of questions:

1. Can you use buttermilk in place of sour milk?
2. How can hard brown sugar be softened?
3. How do you make a radish rose?
4. What is borsch? aspic? marjoram?
5. What oven temperature degree is considered "moderate?"
6. What are some differences between black and green tea?
7. How many calories are there in a piece of apple pie?
8. How should honey be stored? Why?
9. How many potatoes will it take to make scalloped potatoes for 50 persons?
10. What is a quick frosting which needs no cooking?
11. How can you check the accuracy of a candy thermometer?
12. Find a way to use left over apple sauce.
13. How much juice is in a lemon?
14. What might cause a moist sticky crust on a cake?
15. Find a suggested menu for a Thanksgiving dinner.

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Topic: Food Preparation--Principles and Techniques

Objective: Identify meaning of terms related to milk.

Activity:

1. Hand out the attached "milk" crossword puzzle and use as a review, pretest, or topic test.
2. An alternative activity might be to divide the class into groups and see which groups can complete the puzzle first.

ANSWERS:

Across

1. nonfat
2. thickening
5. sweet
7. certified
10. stirring
12. curdling
14. foam
16. evaporated
20. Pasteurization
21. scald
23. clot
25. fortified
28. IU
29. teeth
30. face
33. coagulation
34. skim
36. loan
37. low
38. home
39. dare
40. bones
42. ton
43. condensed
44. phosphorus

Down

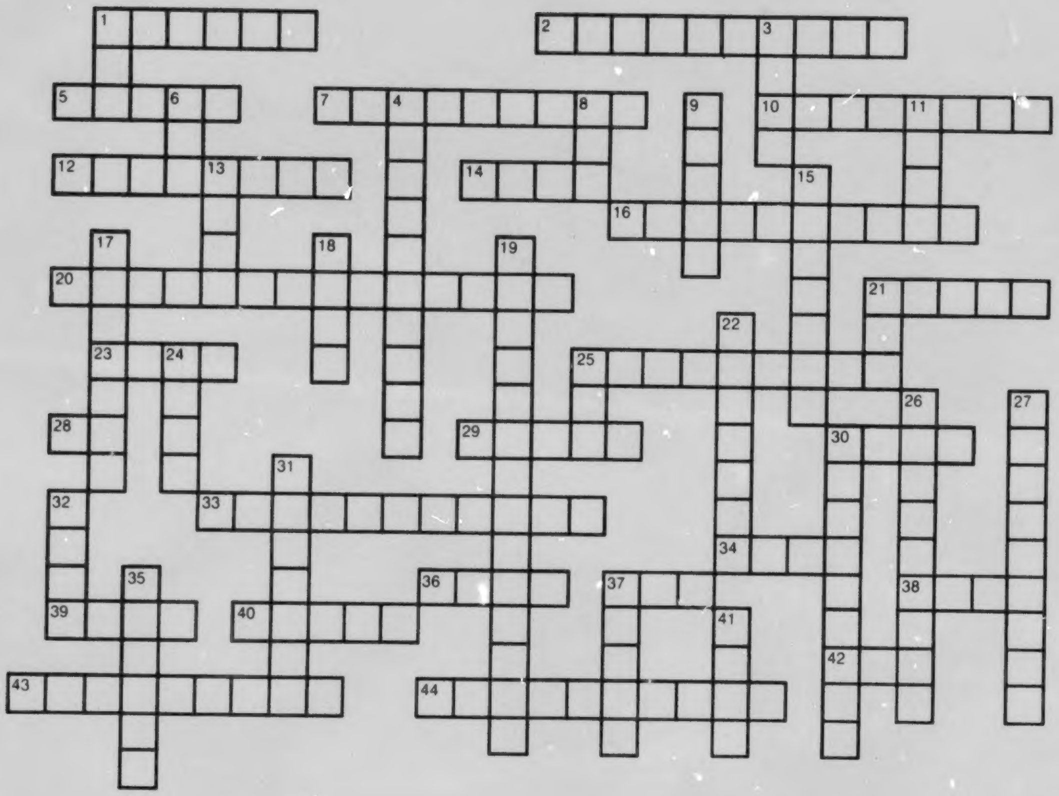
1. now
3. nest
4. riboflavin
6. end
8. elm
9. cream
11. race
13. line
15. protein
17. calcium
18. milk
19. homogenization
21. sod
22. rickets
24. over
26. scorching
27. nutrients
30. fermented
31. lactose
32. acid
35. graded
37. light
41. scum

Across:

1. Dried milk is ___-___.
2. Curdling can be prevented by _____ milk or the food to be added with starch before combining them.
5. Milk which is less _____ will curdle when heated.
7. Milk produced under very sanitary conditions
10. _____ milk while heating helps to thin out the film that wants to form.
12. The settling out of the protein in milk in clumps
14. A layer of _____ beaten on the top of cocoa prevents a film from developing.
16. Canned milk from which 60% of the water is removed
20. Process of heating milk in order to destroy harmful organisms
21. To heat milk to a temperature just below boiling
23. Calcium helps blood to _____.
25. Milk to which vitamins A and D have been added
28. Vitamins A and D are measured in __ __.
29. Calcium is important for _____.
30. A queen is a _____ card.
33. The settling out of protein due to action of acid, heat or enzyme
34. Milk from which most of the fat has been removed
36. Borrowed money
37. Temperature milk should be cooked at
38. No place like _____
39. To bet someone to do something
40. Calcium is necessary for _____.
42. 2,000 pounds
43. Sweetened canned milk
44. Mineral that works with calcium

Down

1. Opposite of later
3. A bird's home
4. B vitamin important in milk
6. Opposite of beginning
8. Kind of tree
9. Fat of milk
11. Who won the _____?
13. The shortest distance between two points (geometry term)
15. Milk contains complete _____.
17. Mineral important in milk
18. One of nature's best foods
19. Process of distributing fat globules in milk
21. A square piece of grassland
22. Vitamin D deficiency disease
24. Opposite of under
26. Low heat will keep milk from _____.
27. Milk substitutes do not supply the same amount of _____ as true diary products.
30. Milks with sour flavors
31. Milk sugar
32. Causes milk to sour
35. Milk evaluated on bacteria count
37. _____ can destroy riboflavin.
41. The protein in milk is responsible for the _____ that forms on the top.



Topic: Factors That Influence Food Customs [Current Trends in Society]

Objective: Relate societal trends to personal food choices.

Activity:

1. Distribute the attached worksheet [other facts may be added as desired].
2. Ask students to fill in the worksheet.
3. Use the worksheets as a basis for a general discussion of ways in which societal trends influence food habits and choices.

FOOD CHOICES WORKSHEET

Food Related Facts or Trends	How This Situation Affects my Food Choices
1. There are over 10,000 different food items on the market today.	
2. Food manufacturers respond to consumer desires as reflected in sales.	
3. Snacks provide about 25% of the calories in the average teenage diet.	
4. About 40% of the American food budget is spent eating out.	
5. Approximately 20% of the U. S. population is considered to be obese [20% overweight].	
6. Medical researchers think that the increase in heart disease, several forms of cancer, hypertension, diabetes, and obesity is due to over consumption of fat, sugar, and salt.	

Topic: Selection of Food for a Balanced Diet Using Meal Planning Guides: U. S. Dietary Guidelines

Objective: Evaluate diets in terms of the U. S. Dietary Guidelines.

Activity:

1. Order multiple copies of USDA Home and Garden Bulletin #232, Supt. of Documents, U. S. Government Printing Office, Washington, D.C., 20402; or other sources for student reference.
2. Present the U. S. Guidelines and explain the rationale behind each and the dietary modifications which they suggest.
3. Obtain suggested menus for a day from cookbooks, magazines, newspapers, or from student work.
4. Have students:
    a. evaluate menus in terms of Guidelines 3, 4, 5, and 6:
        3 - avoid too much fat, saturated fat, and cholesterol;
        4 - eat foods with adequate amounts of starches and fiber;
        5 - avoid too much sugar; and,
        6 - avoid too much sodium and salt.
    b. revise menus in terms of these guidelines.

Note: You may wish to have students prepare some of the revised menus in class.

Topic: Current Nutritional Issues -- Sugar, Fat and Sodium Content in Food

Objective: Identify foods containing large amounts of sugar, fat and salt.

Activity: Direct students to do the following:

1. Prepare squares of construction paper, each to represent 1 tsp. of sugar, 10 grams of fat or 10 mg. of sodium. A different color of paper should be used to represent each substance.
2. Collect food pictures or packages.
3. Using food labels, and guides such as USDA handbook #8, find the amount of each substance in an ordinary serving of the food pictured.
4. Prepare posters in which the food picture is accompanied by the proper number of squares to indicate the amount of fat, sugar, or sodium contained in one serving.
5. Study the posters and classify foods according to high and low content of fat, sugar and sodium. Decide on implications for one's diet.*

* A reference which may be useful is: Nutrition and Your Health: Dietary Guidelines for Americans. This discusses the relationship of fat, saturated fat, sugar, sodium and alcohol to specific diseases and physical conditions. 1980. 20 pp. 30 copies free to teachers. Send self-addressed label to: DHHS Nutrition Coordination Office, Rm 738E, H.H. Humphrey Bldg., 200 Independence Ave., S.W., Washington, DC 20201.

Note: For displays or open houses, real foods and sugar cubes may be used to make the exhibit more interesting to view.

Topic: Planning for Special Food Needs: Weight Control

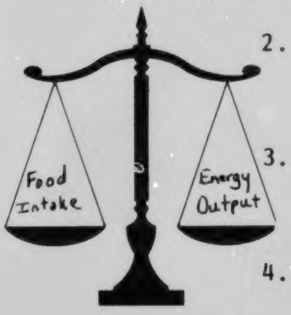
Objective: Balance food intake and caloric intake to control weight.

Activity:

1. Obtain a reference (may be a computer program) which indicates the number of calories used up by different physical activities. Example:

Type of Activity*	Calories per lb per hr
A. At rest most of day (sitting, reading, etc.; very little walking and standing)	0.23
B. Very light exercise (sitting most of the day, studying, with about 2 hr of walking and standing)	0.27
C. Light exercise (sitting, typing, standing, laboratory work, walking, etc.)	0.36
D. Moderate exercise (standing, walking, housework, gardening, carpentry, etc., little sitting)	0.50
E. Severe exercise (standing, walking, skating, outdoor games, dancing, etc., little sitting)	0.77
F. Very severe exercise (sports--tennis, swimming, basketball, football, running--heavy work, etc., little sitting)	1.09

*Source: Ethel Austin Martin, Nutrition in Action, 3rd ed. (New York: Holt, Rinehart, and Winston, Inc., 1971), pp. 94-95.



2. Ask students to keep a twenty-four hour activity record and also a record of the food consumed in that time.

3. Help students compute the number of calories consumed and the number of calories expended in the twenty-four hours, and draw some conclusions.

4. Emphasize through a discussion: A balance between food intake and physical activity is the key to weight control.

Note: Be sure to point out that one day is a very small sampling of a person's pattern of eating or activity. Also, each person requires a certain number of calories each day to maintain bodily functions.

Topic: Planning for Special Foods Needs

Objective: Become aware of recipe characteristics which will reduce caloric content in prepared dishes.

Activity:

1. Find recipes for several standard foods which have been adapted to lower the caloric content. Magazines such as Family Circle, Women's Day, and Weight Watchers often carry these. Or try specialized cookbooks. "Regular" and "Skinny" potato recipes are attached.
2. Find similar recipes which have not been adapted where the caloric count is given. Or use standard reference material such as USDA bulletin 8, to figure the caloric count.
3. Conduct labs in which part of the class prepares the regular recipes and the rest of the group prepares the "skinny" versions.
4. Compare the products with regard to flavor, texture, and appearance. Note differences in caloric value.
5. Guide students in generalizing about the kind of modifications which reduce caloric value.

Note: This same exercise may be carried out for other modifications. A helpful reference related to lowering sugar and fat in quick breads muffins is "Quick Breads and Muffins" Nutrition Action, Vol 8, No. 12 December, 1981, p. 12-13 (published by the Center for Science in the Public Interest, 1755 S. St. NW, Washington, D.C. 20009).

POTATO RECIPES

TO BAKE POTATOES:

A medium size potato (3 per pound) will bake in 45 minutes at 400 degrees. However, oven temperatures can range from 325 to 450 degrees so you can bake them along with whatever you have in the oven. Adjust the time according to the temperature. Pierce the skin of each potato in several places with the tines of a fork before baking. This allows steam to escape, prevents the potato from bursting. Do not wrap potatoes in foil; this steams rather than bakes the potatoes. Bake potatoes directly on oven rack or on a cookie sheet. Potatoes are done when they feel soft when pinched with mitted hands or tested with a slim skewer or fork. (If soft skins are desired, rub each potato with a little salad oil before baking.)

CHEESY BAKED POTATOES

6 medium baked potatoes (about 2 pounds)
1 package (8 ounces) cream cheese, softened
1/2 cut butter, softened
1 tablespoon dried chives (or chopped green onion)
1/2 teaspoon salt
Dash pepper
Paprika

Gently knead baked potatoes to fluff; slash an "X" in top and carefully scoop pulp from potato shells. Reserve shells. With fork, mash pulp. Blend in cream cheese, butter, chives and seasonings. Refill potato shells.* Sprinkle with paprika. Reheat at 400 degrees for 15 to 20 minutes.

Makes 6 servings.

*If preparing early in day, refrigerate stuffed shells. Reheat at 400 degrees for 30 minutes.

One serving of Cheesy Baked Potatoes provides about 340 calories.

CLASSIC POTATO SALAD

6 medium potatoes (about 2 pounds) boiled or steamed
1/2 cup chopped celery
2 tablespoons finely chopped onion
1 tablespoon chopped parsley
3 hard-cooked eggs, sliced
3/4 cup mayonnaise
1 tablespoon prepared mustard
Salt and pepper
Paprika

Peel and cube potatoes. In medium-size bowl, mix potatoes with celery, onion, parsley, eggs, mayonnaise and mustard. Season to taste with salt and pepper. Chill at least 2 hours. Before serving, sprinkle with paprika.

Makes 8 servings.

From: The Potato Board The Teaching Guide, 1978
1835 S. Colorado Blvd. Suite 512,
Denver, Colorado 80222

CREAMY MASHED POTATOES

3 pounds potatoes (about 9 medium), boiled or steamed
1/2 pound mushrooms, sliced
1/3 cup plus 2 tablespoons butter or margarine
2 egg yolks
1/2 cup half and half
1/4 cup chopped parsley
Paprika
Salt and pepper

Peel and quarter cooked potatoes. In skillet, saute mushrooms in 2 tablespoons butter or margarine; set aside. Mash potatoes; add remaining 1/3 cup butter, egg yolks and half and half. Beat until well-blended. Fold in mushrooms and parsley. Season to taste with salt and pepper. Pile into ovenproof serving dish. Sprinkle with paprika. Keep warm until serving time.*

Makes 10 servings.

*Creamy Mashed Potatoes may be prepared early in the day. Refrigerate, covered. To serve, bake in 375 degrees for 45 minutes until heated through.

DEEP FAT FRIED POTATOES:

CLASSIC FRENCH FRIES WITH GOLD DUST

6 medium potatoes (about 2 pounds)
Cooking oil or vegetable shortening
Salt
Gold Dust (recipe follows)

Peel potatoes (one at a time to prevent discoloration) and cut into strips 1/4 to 1/2 inch thick. Toss strips into bowl of ice and water at once to crisp and keep white while cutting remainder. Don't soak; this lets potatoes absorb water which prolongs frying and makes potatoes oily and soggy. Pat strips thoroughly dry on paper towels. Heat about 4 inches salad oil to 385 to 390 degrees in a deep fat fryer or large heavy saucepan. Place a layer of strips in a wire basket and immerse basket into deep fat or place strips, a few at a time, directly into oil. Cook until golden-brown and tender, about five minutes. Drain well on paper towels, sprinkle with Gold Dust and keep warm in 300 degree oven until ready to serve.

Twice-Fried Potatoes are prepared like French fries but fried at 375 degrees until tender but still white (4 to 5 minutes). They may be kept at room temperature for 1 to 2 hours or refrigerated up to 24 hours. To serve, cook these partially fried potatoes at 390 degrees until golden brown and crisp (1 to 2 minutes).

Makes 6 servings.

From: The Potato Board, The Teaching Guide, 1978
1835 S. Colorado Blvd. Suite 512,
Denver, Colorado 80222

GOLD DUST FOR FRENCH FRIES

1/2 cup coarse salt
1 tablespoon sugar
1 tablespoon paprika
1 tablespoon grated lemon peel
2 teaspoons coarse black pepper
1/4 teaspoon thyme

Blend all ingredients. Use to sprinkle lightly over hot, drained French fries. Serve at once.

POTATO CHOCOLATE CAKE

1 cup butter or margarine, softened
2 cups sugar
4 eggs
2 squares unsweetened chocolate, melted
1 teaspoon vanilla extract
1 cup cold mashed potatoes
2 cups sifted flour
1 teaspoon baking soda
1 teaspoon salt
3/4 cup sour milk or butter milk

In large bowl, with electric mixer at medium-high speed, cream together butter or margarine and sugar. Beat in eggs, one at a time, melted chocolate and vanilla until blended. Reduce speed; stir in potatoes; mix well. Onto waxed paper, sift together flour, baking soda and salt. Add to batter alternately with sour milk or buttermilk, blending well after each addition. Pour into 3 greased 9-inch cake pans (or 1 9-inch tube pan). Bake in 375 degree oven 20 minutes for 9-inch layers (1 hour for 9-inch tube pan), or until cake tester inserted in center comes out clean. Cool cake 10 minutes; then remove from pans to wire racks to cool completely. Fill and frost cake with your favorite frosting.

Makes 10 servings.

CLASSIC SCALLOPED POTATOES

6 medium potatoes (about 2 pounds), peeled
3 tablespoons finely chopped onion
3 tablespoons flour
1 teaspoon salt
1/8 teaspoon pepper
1/4 cup butter or margarine
1-1/2 cups milk, heated

Slice potatoes thinly. In greased 2-quart casserole, arrange potatoes in 3 layers, sprinkling each layer with 1/3 of the onion, flour, salt and pepper, and dotting each layer with butter. Pour hot milk over potatoes. Bake, covered, in 350 degree oven for 30 minutes. Uncover and bake 60 minutes more, or until potatoes are tender.

Makes 6 servings.

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LOW CALORIE: POTATO RECIPES

A SKINNY POTATO SALAD

6 medium potatoes (about 2 pounds) boiled or steamed
1/4 cup each sliced cucumber and radishes
2 tablespoons chopped green pepper
1 tablespoon minced onion
1/4 cup dairy sour cream
1/4 cup skim milk
1 tablespoon white wine vinegar
1 teaspoon capers
1/8 teaspoon Tabasco sauce
Salt and pepper to taste
Assorted raw vegetables and greens for garnish

Peel and cube potatoes. In medium-size bowl, gently mix cubed potatoes with cucumber, radishes, green pepper and onion. In measuring cup, mix sour cream with milk; then stir in vinegar, capers, Tabasco, salt and pepper. Pour over salad mixture and toss gently. Chill at least 2 hours. Serve salad in attractive glass bowl. To garnish arrange raw vegetables in bouquet on top.

Makes 8 half-cup servings

One serving of Classic Potato Salad provides about 245 calories.

One serving of A Skinny Potato Salad provides about 80 calories

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SKINNY "FRENCH FRIES

4 medium potatoes, peeled and cut in strips
2 tablespoons salad oil
Salt
Paprika

While cutting potatoes, keep strips in bowl of ice water to crisp. Drain and pat dry on paper towels. Spread strips in one layer on jelly-roll pan. Sprinkle with oil. Shake pan to distribute oil evenly over potatoes. Bake strips at 450 degrees until golden brown and tender, about 30 to 40 minutes, turning frequently. Sprinkle generously with salt and paprika.

Makes 6 servings

One serving of Classic French Fries with Gold Dust provides about 410 calories.

One serving of Skinny "French Fries" provides about 100 calories.

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BASQUE POTATOES

3 tablespoon olive oil
1 large garlic clove, crushed
1 green pepper, cut in thin wedges
2 medium onions, cut in wedges
3 medium tomatoes, cut in wedges
1/3 cup stuffed olives
1 strip orange peel
1/2 teaspoon basil
3/4 cup dry white wine
Salt and pepper
2-1/2 pounds potatoes (about 7 medium), boiled or steamed
Chopped parsley

In large skillet over medium heat, in olive oil, saute garlic, green pepper and onions, stirring 5 minutes. Add tomatoes, olives, orange peel and basil; stir in wine. Simmer, uncovered, stirring occaisonally, 5 minutes more or until vegetables are tender-crisp. Remove orange peel. Season to taste with salt and pepper. Mash potatoes; season with salt and pepper. Pile mashed potatoes in shallow serving bowl; spoon vegetables and juices over them. Sprinkle with parlsey.

Makes 10 servings.

One serving of Creamy Mashed Potatoes provides about 180 calories
One serving of Basque Potatoes provides about 120 calories

SURPRISE CHOCOLATE CAKE

1/3 cup diet margarine
1 cup sugar
12 packets granulated sugar substitute
(equivalent to 1/2 cup sugar)
4 eggs
1 cup mashed potatoes, made with skim milk*
1/2 cup skim milk
1 teaspoon vanilla extract
2 cups cake flour
6 tablespoons cocoa
1 tablespoon baking powder
1 teaspoon cinnamon
1 teaspoon nutmeg
1/2 teaspoon salt

In large bowl, with electric mixer at medium-high speed, cream together margarine, sugar and sugar substitute. Add eggs, one at a time beating well after each addition. Beat in potatotes. Add remaining ingredients; beat two minutes. Line 2 8- or 9-inch round cake pans with waxed paper cut to fit the bottoms. Pour half of batter in each pan. Bake at 350

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degrees for 45 minutes or until cake tester inserted in center comes out clean. Cool cake in pans 15 minutes, then invert onto wire racks to cool completely. Sprinkle with confectioners' sugar.

Makes 16 servings.

*Instant potatoes may be used. Add water only for liquid and eliminate butter or margarine.

One serving of Potato Chocolate Cake provides about 480 calories.
One serving of Surprise Chocolate Cake provides about 150 calories.

SKINNY POTATO SCALLOP

2 cups thinly sliced potatoes
1/2 cup sliced mushrooms
1/2 cup sliced onion
4 beef bouillon cubes
1 teaspoon salt
1/4 teaspoon thyme leaves
Dash pepper

In non-stick 9-inch square baking pan, combine potato, mushrooms and onion. Dissolve bouillon cubes in 1-1/2 cups boiling water. Add salt, thyme and pepper; pour over vegetables. Cover and bake at 350 degrees for 30 minutes. Uncover and bake 15 minutes more or until vegetables are tender.

Makes 6 servings.

One serving of Classic Scalloped Potatoes provides about 205 calories.
One serving of Skinny Potato Scallop provides about 55 calories.

TWICE-BAKED POTATOES, COTTAGE STYLE

6 medium baked potatoes (about 2 pounds)
1-1/2 cups low fat cottage cheese
1 tablespoon dried chives (or chopped green onion)
1/2 teaspoon salt
Dash pepper
Paprika

Gently knead baked potatoes to fluff; slash an "X" in top and carefully scoop out pulp from potato shells. Reserve shells. With fork, mash pulp. Blend in cottage cheese, chives and seasonings. Refill potatoe shells. Sprinkle with paprika. Reheat in 400 degree oven for 15 to 20 minutes.

Makes 6 servings.

*If prepared early in day, refrigerate stuffed shells. Reheat at 400 degrees for 30 minutes.
One serving of Cheesy Baked Potatoes provides about 340 calories.
One serving of Twice-Baked Potatoes, Cottage Style provides about 130 calories.

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Topic: Food Additives

Objective: Distinguish between food additives which have been shown to be safe from those which have been inadequately tested or shown to be harmful.

Activity:

1. Provide, or have students provide, a variety of food labels and packages.
2. Direct students to study this material and record the names of various food additives.
3. Using references such as Eater's Digest, The Consumer's Factbook of Food Additives by Michael Jacobson (available from the Center for Science in The Public Interest - 1755 S. St., N.W., Washington, D.C. 20009) or other current materials, assist students in identifying the harmless additives and the most common questionable ones.
4. Provide materials so that students may make posters or charts to summarize their findings. Folders which could be easily taken along to the grocery might be even more helpful.

Note: A variation of this activity would be to identify foods within groups, e.g., cereals, cookies, cheeses, which contain no artificial colors or flavors, and make similar charts or posters to make consumers aware of this information.

Topic: Food Prices and Food Budgets (Food Waste)

Objective: Identify causes for food waste.

Activity:

1. Obtain permission from the proper personnel to do a study of food waste in the cafeteria.
2. Present idea to students, and help them make simple forms for recording the type and amount of food left on trays.
3. Direct student practice in estimating amounts and using the forms. Then organize the class to make systematic checks of student trays during the lunch hour, perhaps on a different day each week, for several weeks.
4. Have students use their records to estimate the type and amount of food discarded in one week, and the cost of the food wasted in the lunch room.
5. Discuss the results of this activity and explore possible ways to reduce food waste both at home and school.

Note: Individual students might like to repeat this activity in their own homes.

Topic: Factors Influencing Amount Spent on Food
(Different Food Forms)

Objective: Select a form of food which will meet the needs and values of a family or individual.

Activity:

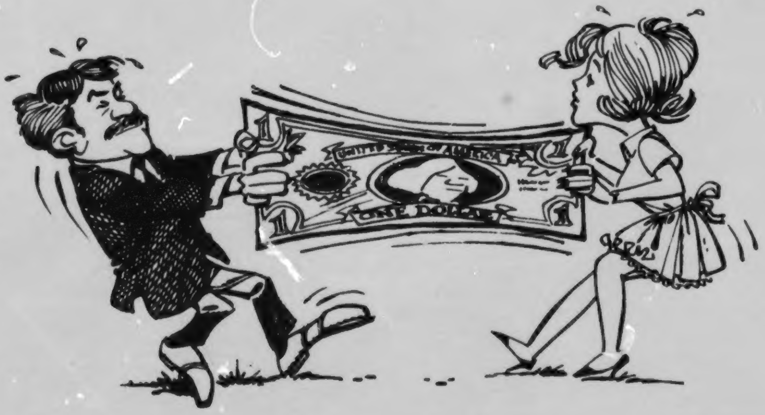
1. Arrange for a lab in which students will prepare different forms of a basic food product (one form per student, or pair of students, depending on the size of the class)

   One suggestion might be vanilla pudding. You might select from: home made, with whole milk, liquid skim milk, reconstituted dried milk, diluted evaporated milk, or diluted milk substitute, such as Milnot--packaged, to be cooked, using the same milks--instant, using the same milks--or canned pudding.

   Another might be orange juice--fresh, using Florida and California oranges--frozen--reconstituted--canned --powdered drink mix--canned orange drinks.

2. Arrange for a class taste testing session and prepare a form for recording results.

3. Have students compute preparation time and the cost per serving, look up the nutritive value of the different product forms and discuss the factors which influence the choice of a food product.



Note: This activity may be done with other ingredients, such as thickeners.

Topic: Food Prices and Food Budgets

Objective: Compare the cost of nutrients in different foods.

Activity:

1. Assign each student a nutrient for which an RDA has been established.
2. Direct them to use USDA Bulletin 8, USDA Agricultural Information Bulletin No. 382 (Nutrition Labeling) or other convenient source, and determine several foods which contain a relatively large amount of the nutrient.
3. Show students how to calculate the amount of the food needed to provide the U.S. RDA of the assigned nutrient for one day. For example, one might obtain 100% of the U.S. RDA for calcium from 3 1/3 cups of whole or skim milk, 4 cups of creamed cottage cheese, 4 cups of whole milk yogurt, 15 oz. of red salmon, 1 7/8 cups of collard greens, or 5 cups of rhubarb.
4. Help students find the current cost of the foods on their lists, and figure the cost of 100% of the U.S. RDA for a nutrient. Which food is a best buy, i.e., which has the most nutrient for the lowest cost?

Note: Emphasize that we do not get our entire daily requirement of a nutrient from one food. The point of this activity is that some foods are more expensive sources of nutrients than others.

On pages 48-55 in USDA Bulletin 382 there are lists of foods that are important sources of nutrients. Instead of having students figure the cost of 100% of the U.S. RDA you might ask them to use these lists and compare the cost of several foods which provide the same percentage of a nutrient. For example: each of the following provide 25% of the U.S. RDA for calcium, 1 cup of creamed cottage cheese, 1 oz. of Swiss cheese, 1 cup of whole milk yogurt, 1 cup of soft-serve ice cream or ice milk, 1 cup of a pudding made from a mix.

This activity could be used as the basis for a bulletin board or an exhibit.

Topic: Food Prices and Food Budgets/Low and High Cost Foods

Objective: Identify low and high cost items within various food groups.

Activity:

1. Have students choose one of the food categories: a) leafy green and yellow vegetables; b) citrus fruits and tomatoes; c) potatoes and sweet potatoes; other vegetables and fruits; d) milk or milk equivalents; e) meat, poultry, fish, f) dried beans, peas, and nuts; g) baked goods and cereals.

2. Provide copies of USDA food plans so that students may determine the quantities per week suggested for that category for persons of their age and sex.

3. Direct students to use information gained on a trip to a supermarket or from food advertisements to determine foods which would meet the suggested requirements at low, moderate and high cost levels.

4. Ask students to try to form some generalizations, such as: The food choices made by consumers can reduce (or increase) the size of an individual's food bill.

Topic: Food Prices and Food Budgets

Objective: Identify low and high cost items within certain food groups.

Activity:

1. Give each student a food type (milk, bread, cereal) or a particular food (chicken, tomatoes, chocolate chip cookies).
2. Ask students to visit a grocery or use newspaper advertisements to identify different forms of the assigned food and to note price and size of the market unit sold.
3. Guide students in calculating the number of servings one might get for a dollar from two different food forms. For example fresh skim milk compared to dried milk or fresh tomatoes as compared to canned tomatoes.
4. When each student has done several comparisons discuss reasons for the variations. Point out that food costs are influenced by such factors as packaging, storage requirements, adequacy of supply and advertising.

Note: This information may be made into an informative bulletin board or exhibit by using food pictures or packages, play money, and construction paper glasses and dishes to illustrate the comparisons.

Topic: Food Buying

Objective: Identify and analyze common shopping practices.

Activity:

1. Guide class in making a list of possible practices when shopping for food, such as:
    - reading labels
    - comparing products (looking at two items and then selecting one of them)
    - looking for the price before putting an item in the shopping cart
    - comparing shelf price with the computer price at the checkout
    - using coupons
    - buying specials or items on sale
2. Ask for volunteers to visit a super market or other type of grocery store and observe one or more of these behaviors.
3. Work out procedures for observation which will be simple and unobtrusive. For example, a student might stand in one aisle, until twenty shoppers have gone through, and count how many of the twenty read any labels, or compared two items.
4. Have students report their findings and suggest interpretations. If few shoppers read labels, what might this mean?

Note: You will have to decide whether it would be desirable to discuss this activity with store personnel. A variation (for which permission would be needed) would be to interview some shoppers about their purchases. A student might say, for example, "I am a student in the Foods II class at ----- High School, and we are studying food buying. Would you mind telling me what you like about the product you just selected?"

Again, a summary discussion should follow reports of results.

Topic: Food Buying -- Use of Coupons

Objective: Analyze the advantages and disadvantages of food coupons.

Activity:

1. Have students collect food coupons from magazines, newspapers, fliers, packages, etc.
2. Give each student several coupons and an equal number of copies of the check list (attached) to fill in.
3. After students have filled out the check lists, ask each student to select one coupon and answer these questions:
    a. Do I [we] use this product?
    b. What does it cost without the coupon?
    c. How much would I [we] use in a month?
    d. What would be the savings for a month of use, if coupons were used?
    e. Is this a nutritious product?

Note: It would be desirable to have students check to see if a different brand of the product could be bought for less, without a coupon. This activity would require a store visit.

Check List - Food Coupons

	Example:
ITEM:	puffed wheat or rice [Quaker]
SOURCE OF COUPON:	newspaper supplement
REDEMPTION LOCATION:	any retail store
QUANTITY OR SIZE TO BE PURCHASED:	any size
AMOUNT OFF:	10¢
EXPIRATION DATE:	October 31, 1982
MANUFACTURER OR DISTRIBUTOR:	Quaker Oats Company
OTHER RESTRICTIONS:	Use only in the U. S. or on military bases. One coupon per transaction. Void if transferred, assigned, reproduced, taxed, licensed, restricted, or wherever prohibited by law.

ITEM: ______________________

SOURCE OF COUPON: ______________________

REDEMPTION LOCATION: ______________________

QUANTITY OR SIZE TO BE PURCHASED: ______________________

AMOUNT OFF: ______________________

EXPIRATION DATE: ______________________

MANUFACTURER OR DISTRIBUTOR: ______________________

OTHER RESTRICTIONS: ______________________

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Topic: Foods of the Future

Objective: Apply knowledge to develop ideas for new food products.

Activity: Have students, in pairs or groups, develop an idea for a food to be marketed 50 years from now. They must:

1. Give the food a name.
2. Tell why it is needed or desirable.
3. Explain any new processing which the food will need.
4. Design packaging and a label for the food.
5. Write a 30-second commercial for advertising the food.

Note: For a start, read the chapter "A Look at Food and Eating in the Years Ahead" in the 1979 USDA Yearbook.

Topic: Comparative Shopping

Objective: Make decisions about food purchases after comparing forms, varieties, and prices.

Activity:

1. Make plans for a field trip to a large supermarket. Contact the manager to explain what the students will be doing.
2. Assign students, individually or in groups depending on the size of the class, to one of the following projects. Help them construct forms to record their findings.
3. Accompany students on the field trip and supervise their activity.
4. Conduct a report day, and summarize the information obtained. (More than one class period may be required to do this thoroughly.)

Suggested Store Investigations

1. Examine the labels on cans of condensed, evaporated, and evaporated skim milk. What are the major differences? Examine boxes of dried milk. Does the information differ from the cans? For what could each of these milks be used? What does a 1 cup serving of each cost? Which do you use at home?

2. In the dairy case, find all the different types of fresh milk available. Read the labels and note differences. Compute the cost for a one cup serving. If fresh buttermilk is available, compute the cost of one cup. Also note the cost of one cup of milk in quart, half-gallon and gallon containers. Draw some conclusions.

3. List the fresh fruits and vegetables the store displays. Are all of these duplicated among the canned, dried, or frozen foods? Which can be purchased in only one form? Compare the prices of one pound of one fruit and one vegetable which are available in fresh, canned and frozen (include dried if possible). Draw some conclusions.

   This may be divided, one student doing fruits and another doing vegetables.

4. Compare price per ounce of smaller and larger sizes (check all sizes available) of vegetable shortening, one type of ready-to-eat cereal and canned tomato juice. What do the facts you discover mean to a consumer.

5. Record each variety of apples being sold by the store. How do they compare in cost per apple? Find the same information for oranges. What might cause the difference?

6. List all the types of canned cherries which are available. List all the forms in which canned pineapple is available. How do the different forms and varieties compare in cost? Find specific uses for each type of cherries and pineapple.

7. List all the kinds of canned fruit available in 15 or 16 oz. cans. Compare the cost per ounce. Divide the canned fruits available into two groups according to price. Why would some fruits be more expensive than others?

8. Study the bread section of the store. List the different varieties available and compare the cost per pound. What accounts for the wide variation in cost? Read the labels and make a list of ingredients and additives. Use reference materials to find the purpose for the various additives and evaluations of their safety. If the store has a bakery list varieties of bread available there, and compare cost to that of brand name breads.

9. Find at least ten food items which the store sells under both generic and brand name labels. Copy the ingredient listings for each and compare the costs. What other factors must be considered in deciding whether or not to use generic foods.

10. Go through the store and look for foods with which you are not familiar. List these and study the labels, if they are packaged. Tell the class about ten or twelve of these. If possible, buy one item to show.

Note: Many other assignments of a similar nature are possible. If you cannot arrange a field trip, students could do these as individual projects outside of class.

Topic: Food Preservation--Drying

Objective: Compare different pretreatments for home drying of fruit.

Activity:

1. Gather references on food drying and make reading assignments in them. Some possibilities:
    a. Drying Foods Packet, available from the University of Illinois Cooperative Extension Service.
    b. Hobson, Phyllis, Garden Way's Guide to Food Drying. Garden Way Publishing, Charlotte, Vermont, 1980.
    c. DeLong, Deanna, How to Dry Foods, H.P. Books, Tucson, Arizona, 1979.
2. Have students work out procedures for drying fruit such as apples or bananas, using method suitable for available equipment.
3. Have students dry some fruit with no pretreatment. Keep for comparison with pretreated fruit.
4. Dry batches of the same fruit using the following pretreatment methods:
    a. ascorbic acid
    b. sulfering
    c. salt water solution
    d. sodium sulfite dip
    e. sugar or sirup blanch
    f. honey dip
5. After drying, guide students in comparing results, in terms of overall appearance, flavor, texture, cost, and ease of using the method.

Note: Related activities may include:

1. comparing home dried and commercially dried foods.
2. finding and trying recipes for using dried foods.
3. preparing dried herbs using various methods.
4. building a food drier.

Topic: Home Food Preservation

Objective: Identify the pros and cons of home food preservation.

Activity:

1. Provide reference materials and help students prepare a debate on the proposition: "Home canning, freezing, or drying is preferable to buying already processed foods."

   Affirmative arguments for the proposition are:

   1. Money can be saved if home grown foods are used for this preservation.
   2. When preserving food at home, it is possible to season or prepare the food to suit the family's taste.
   3. When preserving food at home, it is possible to omit undesirable additives, or those which certain family members should avoid.
   4. Reusable containers can be used for home processing, thus conserving resources.
   5. Home processed foods tend to have a fresher, more natural flavor.

   Negative arguments include:

   1. Commercially processed foods are available in a greater variety of forms than any home processor would be able to prepare.
   2. The higher temperatures and tested methods used by commercial processors make their food less likely to cause illness.
   3. The special equipment needed for home processing costs money, and must be stored when not in use.
   4. Persons who preserve food at home need storage space for the finished products.
   5. Preserving food at home requires a lot of time and skill.

2. After the debate ask each student to prepare a description of a household, including ages and occupations of members, location and size of living space, presence or absence of garden, etc. Class members may ask for other information if needed, and then make judgments as to the desirability of home food preservation for that household.

Topic: Menu Planning (Customer Preference Surveys)

Objective: Conduct surveys to determine customer preferences.

Activity:

1. Decide on some food which might be suitable for taste testing, such as peanut butter, canned peaches, or frozen desserts (might include ice cream, ice milk, frozen yogurt, etc.).

2. Obtain several different brands and/or forms of the desired food. For peaches, for example, you might include heavy syrup pack, both brand name and generic, as well as light syrup, juice pack, and water pack.

3. Guide students in making plans for the taste testing. They must decide on ways to keep the identity of the samples secret, provide a sanitary testing procedure, record the preferences of the tasters, and monitor the activity. It might be desirable to have a pilot test in the classroom before operating on a larger scale. Also before doing any tasting, students should compute the cost per serving of each product. This will involve counting or measuring to obtain a serving size, and dividing the cost by the number of servings possible.

4. Supervise students in obtaining the proper permissions, conducting the preference tests and tabulating the reults. To simplify the operation, you may want to ask only for best liked-least liked or for rankings.

5. Discuss the results of the survey with students, presenting such questions as:
   a. Was there a clear-cut preference?
   b. Did tasters prefer the more or less expensive items?
   c. If your customers prefer a more expensive item, what alternatives do you have?

Note: Many interesting variations of this activity are possible. If the class is involved in a food service operation, students might prepare a product, such as a vanilla pudding, garnish it in different ways and note preference as revealed by the rate of customer selection. They could compute any added cost and consider whether this might be offset by increased sales.

Topic: Sanitary Food Handling Practices

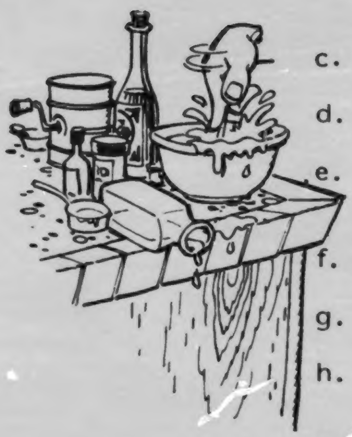
Objectives: Become aware of unsanitary practices in food handling.

Activity:

1. Make a class list of unsanitary practices which may be practiced by food handlers.

   Examples:

   a. Coughing over food
   b. Using handkerchief without washing hands before resuming work



   c. Scratching heads
   d. Rubbing skin or hair
   e. Placing fingers inside the rim of cups, glasses or plates
   f. Handling silverware by the wrong end
   g. Cooks and food handlers not wearing hairnets
   h. Workers smoking or eating while serving customers

2. Ask for volunteers to eat in as many different food service establishments as possible, and to record any unsanitary practices observed.

3. Compare results with those of other class members and explore possible reasons for such practices. Does the consumer have any responsibilities for promoting changes?

Note: Another technique is to ask a different student each day to be a "sanitation supervisor" during lab periods and to watch for violations of sanitary practices.

Topic: Task Analysis and Work Simplification

Objective: Determine the most efficient way of doing a task.

Activity:

1. Group students in pairs. One student should perform some task which is often done, either at home or in a food service establishment, such as clearing or setting a table, loading a dishwasher, mopping a floor, or cleaning a refrigerator. Direct the other student to keep an exact record of every motion. (Some practice will probably be needed in order to do this accurately.) The time used should aso be noted.

2. After the recording is finished, allow time for both students to study the results. They should consider the possibility of:
    - eliminating motions or steps
    - combining motions or steps
    - repositioning the worker or the materials
    - using different materials or equipment

3. Encourage students to develop an improved procedure which will take less time and effort and still result in an acceptable result.

4. Discuss with students the problems involved in changing work habits, either of oneself or of employees. What incentives might be used to accomplish such change?

Topic: Utensils Used in Institutional Kitchens

Objective: Identify amounts measured in scoops of various sizes.

Activity:

1. Show students the different sizes of scoops used in institutional cookery.
2. Present the attached work sheet and ask students to measure some ingredients both by scoop and by regular teaspoons, tablespoons, and cups.
3. Have students use the chart and write in the size of scoop to use for measuring each ingredient.
4. Have students, in small groups, prepare a cake batter using only scoops for measuring.

Work Sheet

Scoop Sizes and Approximate Yields

Size	Use	Teaspoons	Tablespoons	Cups
No. 6	Main dish salads	36	12	3/4
No. 8	Meat patties, casseroles	24	8	1/2
No. 10	Meat patties, cereals	19-1/2	[illegible]-1/2	3/8
No. 12	Salads, vegetables, croquettes	14	4-2/3	1/3
No. 16	Muffins, desserts	12	4	1/4
No. 20	Sandwich fillings, desserts	10	3-1/3	
No. 24	Sandwich fillings, muffins	8	2-2/3	
No. 30	Large drop cookies	6	2	1/8
No. 40	Medium drop cookies	5	1-3/5	
No. 60	Small drop cookies	3	1	1/16

Recipe for White Cake

Ingredients	scoop size
2 cups all purpose flour	________
1-1/2 cups sugar	________
3-1/2 t. baking powder	________
1 t. salt	________
1/2 cup shortening	________
1 cup milk	________
1 t. vanilla	________
4 egg whites	________

Preheat oven to 350°. Grease and flour pans, two round layer or one 13x9x2 inch pan. Beat flour, sugar, baking powder, salt, shortening, milk, and vanilla in large mixer bowl on low speed, scraping bowl constantly, 30 seconds. Beat on high speed, scraping bowl occasionally, 2 minutes. Add egg whites, beat on high speed scraping bowl occasionally, 2 minutes. Pour into pans. Bake 30-35 minutes.

A-185

Topic: Recipe Reading and Conversion

Objective: Identify abbreviations used in recipes and directions.

Activity:

1. Prepare copies of the puzzle, "What's Your AQ?" (AQ = abbreviation quotient) attached.

2. Divide the class into teams of 2-4 students by some random method.

3. Have all teams begin to solve the puzzle at the same time.

4. Declare, as winner, the first team to finish all spaces correctly.

Note: A variation might be to have one team do the "across" terms and the other the "down" terms.

- -

DIRECTIONS: Fill in abbreviations where words are given.

Fill in words where abbreviations are given.

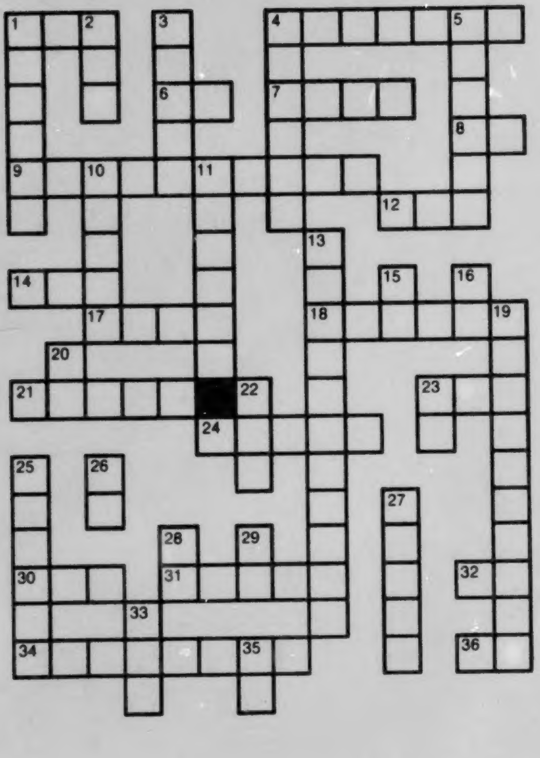
ACROSS:

1. medium = _____
2. dash = _____
4. avg. = _____
6. number = _____
7. pk. = _____
8. pound = _____
9. tablespoon = _____
12. minute = _____
14. second = _____
17. hr. = _____
18. med. = _____
21. fl. = _____
22. cup = _____
23. calorie = _____
24. qt. = _____
30. gallon = _____
31. M. = _____
32. pint = _____
34. tsp. = _____
36. hour = _____

DOWN:

1. min. = _____
2. dozen = _____
3. ounce = _____
4. approximately = _____
5. gal. = _____
10. bch. = _____
11. sq. = _____
12. meter = _____
13. temp. = _____
15. pound = _____
16. bushel = _____
19. ml. = _____
20. milliliter = _____
22. C. = _____
23. centimeter = _____
25. wt. = _____
26. peck = _____
27. # = _____
28. kilometer = _____
29. pint = _____
33. teaspoon = _____
35. ounce = _____
36. kilometer = _____

What's Your AQ?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Topic: Recipe Reading and Conversions

Objective: Use a basic formula to convert recipes to provide more or fewer servings.

Activity:

1. Distribute the following worksheet, "Recipe Conversion."
2. Go through the process, using several examples.
3. Let each student fill out the rest of the work sheet independently.
4. Go over results, correct any errors, and assign additional exercises, if more practice is needed.

Work Sheet--Recipe Conversion

I. The Method

Step 1. Find the conversion factor, by using this formula:

$$\frac{\text{Desired Number of Servings}}{\text{Original Number of Servings}} = \frac{36}{12} = 3$$

Example: The original recipe makes 12 servings. You wish to increase it to make 36 servings. You divide 36 by 12, and get 3, the conversion factor.

Step 2. Multiply each ingredient in the original recipe by the conversion factor.

Example: Original Recipe Amount	×	Conversion Factor	=	New Recipe Amount
1 C. Flour	×	3	=	3 C. Flour
1/2 C. Shortening	×	3	=	1-1/2 C. Shortening

Note: The method can also be used to decrease the size of the recipe.

Example: Step 1. $\frac{\text{Desired number of servings}}{\text{Original number of servings}} = \frac{6}{24} = .25 = 1/4$

Step 2. 3 C. Flour × 1/4 = 3/4 C. Flour

NOW YOU TRY!

Exercise 1.

Convert the following recipe for chocolate chip cookies to make 8 servings (decrease) and 50 servings (increase). The original recipe yields 5 dozen 2 inch cookies and one serving equals two cookies. Thus the original recipe makes ________ servings.

Step 1. Decrease $\frac{\text{Desired number of servings}}{\text{Original number of servings}}$ = ________ = ________ (conversion factor to decrease)

Increase $\frac{\text{Desired Number of Servings}}{\text{Original Number of Servings}}$ = ________ = ________ (conversion factor to increase)

Step 2.

Original Recipe

Amount for 8 servings	Ingredient list	Amount for 50 servings
_____	1 C (6 1/2 oz. shortening)	_____
_____	3/4 C. (4-1/2 oz) brown sugar	_____
_____	3/4 C. (4-1/2 oz) granulated sugar	_____
_____	1/2 C (4 oz; 2-3) eggs	_____
_____	2-1/2 C. (10 oz) flour	_____
_____	1 tsp. soda	_____
_____	1 tsp. salt	_____
_____	1/2 C. (2 oz) chopped walnuts	_____
_____	1-1/2 C. (6 oz) chocolate chips	_____

Exercise 2. Convert the following recipe for grape punch to make 12 servings (decrease) and 300 servings (increase). Presently it makes 5 gallons of punch or 100 8 oz. servings.

Decrease $\frac{\text{Desired number of servings}}{\text{Original number of servings}}$ = __________ = __________ (conversion factor to decrease)

Increase $\frac{\text{Desired number of servings}}{\text{Orignal number of servings}}$ = __________ = __________ (conversion factor to increase)

Step 2.

Original Recipe

Amount for 12 servings	Ingredient List	Amount for 300 servings
_____	2 qt. (4 lb) sugar (make into sirup)	_____
_____	1 qt. water	_____
_____	2 qt. lemon juice (36-40 lemons)	_____
_____	1-1/2 qt. orange juice (24-26 oranges)	_____
_____	3 24 oz. bottles of grape juice	_____
_____	1-3/4 gallons of water*	_____
_____	15 lbs. ice	_____

*Pale dry ginger ale may be substituted for half of the water if desired.

Topic: Institutional Policies

Objective: Use institutional policies to make decisions in specific problem situations.

Activity:

1. Ask students to identify situations which have occurred at their work stations such as:
    - Employee is absent without calling in.
    - Customer complains that a hamburger is not properly cooked.
    - The "daily special" runs out before the demand for it does.
    - An employee disagrees with the prescribed way to organize a work station.
2. Have students report how the situation was handled.
3. Guide students in developing policy statements which were followed in resolving the situation, such as:
    - The customer is presumed to be right, unless there is objective evidence to the contrary.
    - The manager has final responsibility for the conduct of the business, etc.
4. Discuss with students the usefulness of business policies.

NOTE: This activity may also be reversed. Students may decide on some policies and then try to use them to resolve various conflict situations.

Information about establishing policy for a family or enterprise may be found in the McKnight text Exploring Careers in Child Care. McKnight Publishing Company, Bloomington, Illinois p. 48-50.

Topic: Job Analysis

Objective: Write job descriptions for food service positions.

Activity:

1. Obtain permission for students who are working in a community food service operation to interview one or more of the employees, asking what job related activities the employee does during the work day. Have students group activities in categories and then write a job description for the position.

2. Type work activities on cards, one activity to a card. Also type the job description on cards; scramble the cards into two packets.

3. As an individual project a student may draw a job description from one packet and then try to select the work activities from the other packet which belong with the selected job description. A self checking key may be made so that the selections can be verified.

Note: This activity could be made into a class learning experience by distributing several work activity cards to each student. One student could read a job description: Students who think they have cards matching the description should read each in turn. Another student may hold the key and serve as judge.

Topic: Job Evaluation

Objectives: Examine and criticize issues related to effective employee evaluation.

Design a form to aid in employee evaluation.

Activity:

1. Begin the class by using the following discussion questions. [Answers to these questions depend on student's opinions.]
    a. What is an employee evaluation?
    b. Why are these evalu ations necessary?
    c. What are some possible end results of the evaluation?
    d. What role does competition play in the evaluation process?
    e. What criteria should be used to evaluate an employee?
    f. What are different methods of describing an employee's performance?
    g. How much feedback should an employee receive about an evaluation?
    h. How often should evaluations be conducted?
    i. Who performs the evaluation?
2. After the discussion have the students divide into groups of two or three to design an evaluation form. Set the scene:

> You are the manager in charge of coordinating the activity of several departments within the Quality Foods Corporation. Recognizing the need for a fair employee evaluation, you decide to design an evaluation form that will periodically be used by each of your managers to evaluate the work force. On your form be sure to cover quality and quantity of work, interaction with other employees, and leadership. The form should have specific behavioral descriptions for example: "Is on time to work each day" rather than "Is prompt."

Topic: Management of Resources

Objective: Compare the performance of different types of equipment.

Activity:

1. Select some food product which can be prepared in the equipment you have available. For example, if you wish to compare the performance of microwave, convection, and conventional ovens, you might choose a quick bread.
2. Assign one or more students to prepare the product for each oven. The recipe should be the same and the preparation techniques the same. Only the place of baking should differ.
3. When the products are baked, direct an evaluation of the flavor, texture, and appearance of each. The time of baking should also be recorded.
4. Guide a discussion of the results asking questions such as:
   a. How do the products differ?
   b. What seem to be the advantages and disadvantages of each oven?
   c. What other factors need to be taken into account before buying equipment for food service operations?

Note: To speed up this activity, you might want to use a commercial mix for the product.

HOME FURNISHINGS PROGRAM

Table of Contents

Program Flow Chart 545

Program Courses

Orientation to Home Economics Orientation
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Interior Design, Furnishings, and Equipment 547

Home Economics Related Occupations
refer to Child Care Program 325

FHA-HERO Activities 553

Course Activities (191-199). 555

09.0204 – Home Furnishings and Equipment Management, Production, and Services (20.0501)

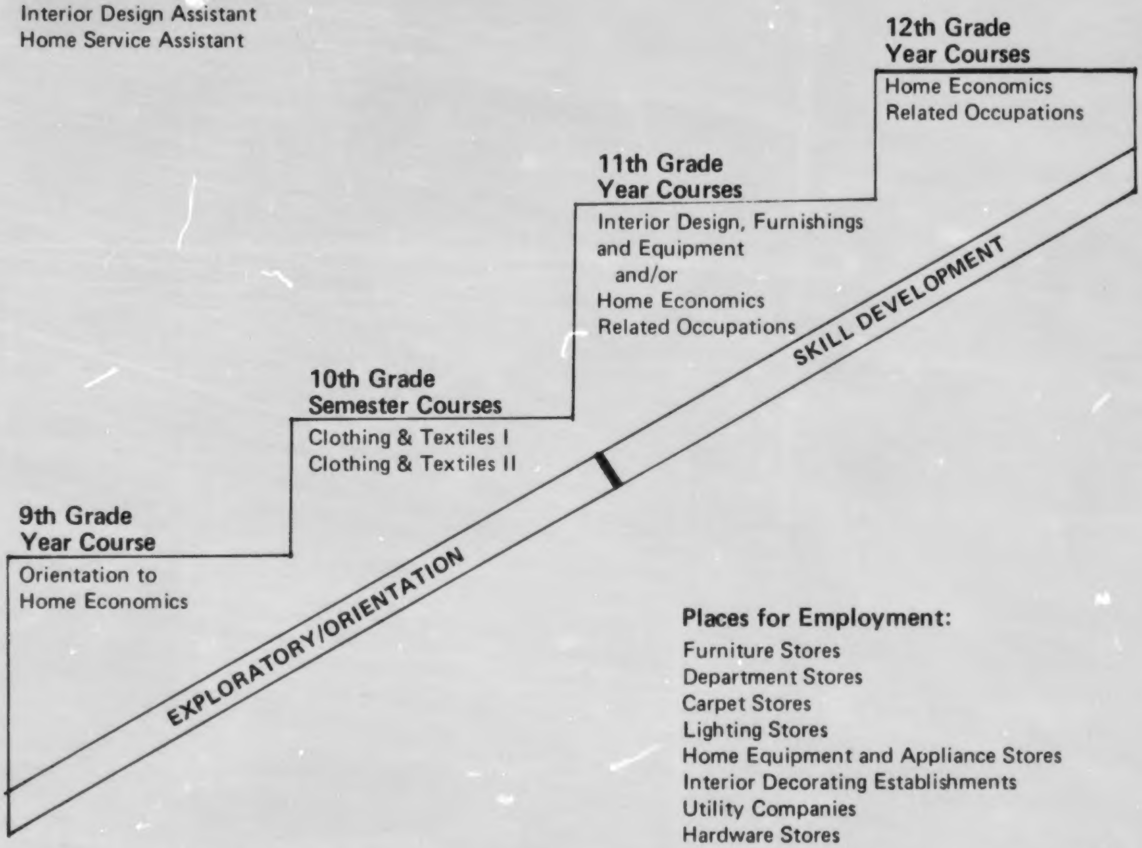
HOME FURNISHING PROGRAM

This program area prepares students for paid employment in occupations dealing with the entire spectrum of home furnishings, equipment, appliances, and accessories. Special emphasis is given to assisting purchasers in the selection and maintenance of suitable home furnishings and/or equipment, assisting interior designers or decorators, or assisting professional home service directors.

The suggested sequence of courses may be varied to meet local needs.

Job Titles:

Home Furnishing Assistant
Interior Design Assistant
Home Service Assistant



9th Grade Year Course
Orientation to Home Economics

10th Grade Semester Courses
Clothing & Textiles I
Clothing & Textiles II

11th Grade Year Courses
Interior Design, Furnishings and Equipment
and/or
Home Economics Related Occupations

12th Grade Year Courses
Home Economics Related Occupations

Places for Employment:

Furniture Stores
Department Stores
Carpet Stores
Lighting Stores
Home Equipment and Appliance Stores
Interior Decorating Establishments
Utility Companies
Hardware Stores

INTERIOR DESIGN, FURNISHINGS AND EQUIPMENT

Content Outline

Grade 11

Year Course

This training level course provides classroom and laboratory experiences to introduce students to the furnishings field and related job opportunities. The course includes the study of the selection and care of furnishings, equipment, and accessories in relation to socio-economic factors, trends, personal tastes and characteristics, and physical and psychological needs. The application of art principles and the arrangement of furnishings in different settings will be emphasized. Competencies needed for successful employment in the field will be developed. Actual work experience, either in school or in a cooperative arrangement with a community business, should be provided.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- CAREERS related to interior design, furnishings and equipment
- FACTORS that influence the designs of interiors
- USE of art principles in interior design
- AESTHETICS, the designs of interiors and energy conservation
- BASES for selecting furnishings, equipment and appliances
- ARRANGEMENT and physical location of furnishings, equipment and appliances
- USE and care of natural, synthetic and man-made products in interiors
- SELECTION and use of accessories

I. CAREERS RELATED TO INTERIOR DESIGN, FURNISHINGS AND EQUIPMENT

EMPLOYMENT opportunities ◆

*Seek information on employment possibilities

*Investigate employment trends including wages and roles

ABILITIES, attitudes and interests

*Appraise individual abilities, aptitudes and attitudes in relation to interior design, furnishings and equipment

EDUCATION and training requirements

*Analyze careers for necessary education and/or training requirements

II. FACTORS THAT INFLUENCE THE DESIGNS OF INTERIORS ▲

TRENDS in the design of interiors

*Explain how socio-economic trends influence interior designs

VALUES, goals, needs and wants, interests and life style in relation to design

*Explain how interiors and furnishings are designed in relation to meeting the client's needs and wants

*Determine psychological benefits derived from a satisfying interior design

STRUCTURAL features of houses that influence interior design

*Explain how structural features, such as chimneys and registers placed in various locations, influence interior designs

*Use art principles to disguise deficiencies

III. USE OF ART PRINCIPLES IN INTERIOR DESIGN ▲

USE of color, line, space, shape, texture, light, balance, proportion, harmony and pattern in designing living spaces

*Relate elements of design and art principles to interiors (191)

*Combine furnishings for a coordinated effect

IV. AESTHETICS, THE DESIGNS OF INTERIORS AND ENERGY CONSERVATION (192)

FLOOR, wall, ceiling, woodwork, lighting and window treatments that have aesthetic appeal and conserve energy

*Describe treatments available for woodwork, walls, ceilings and windows (193)

*Compare various treatments for walls, ceilings, floors, etc. in terms of cost, appearance, durability and purpose

*Evaluate aesthetic features of the various treatments

*Identify energy saving features of the various treatments

V. BASES FOR SELECTING FURNISHINGS, EQUIPMENT AND APPLIANCES

FACTORS that influence selection decisions

*Select furnishings, equipment and appliances based on a stated budget, needs, values, interests, quality, efficiency, versatility, and energy consumption (194)

NEEDS and use

*Select and coordinate furnishings and accessories to produce a desired atmosphere and contribute to the efficient use of space

CARE and/or service

*Identify care needed by different types of furnishings and equipment

*Identify businesses that will provide care and service for home furnishings and equipment

VI. ARRANGEMENT AND PHYSICAL LOCATION OF FURNISHINGS, EQUIPMENT AND APPLIANCES

INFLUENCE of floor plans and structural designs

*Design and evaluate a floor plan based on specific needs (195)

EFFICIENCY and traffic pattern (196)

*Read, interpret and evaluate blue prints and floor plans (197)

*Arrange furniture and appliances to facilitate traffic flow

*Evaluate floor plans and furniture and equipment arrangement for accessibility by the handicapped (198) (199)

FUNCTIONAL arrangement of furniture, equipment and appliances

*Develop activity areas within a room through the arrangement of furniture and equipment

AESTHETIC values

*Apply art principles to furniture arrangements

VII. USE AND CARE OF NATURAL, SYNTHETIC AND MAN-MADE PRODUCTS IN INTERIORS

NATURAL products (wood and fabrics), e.g., upholstery, floor coverings, draperies, wall coverings, counter tops

SYNTHETIC and man-made products

*Identify advantages and disadvantages of each type of product

*Describe care required for each type of product

*Determine the cost (actual and hidden) of each type of product

VIII. SELECTION AND USE OF ACCESSORIES

EXPRESSION of personality through the use of accessories

*Identify and classify various types of accessories

CHOOSING accessories

*Select and arrange accessories to harmonize with different furniture arrangements, color schemes, and room characteristics

INEXPENSIVE accessories to purchase and/or make

*Identify inexpensive accessories to purchase and/or make

*Design, construct and market accessories to enhance a particular setting

FHA-HERO ACTIVITIES FOR
INTERIOR DESIGN, FURNISHINGS AND EQUIPMENT
TO BE DEVELOPED BY
FHA-HERO STUDENTS

1. Tear pictures of interiors from magazines. Cut, mount, and laminate on paper to fit in file folders. Have FHA-HERO students sign and date for recognition purposes. File into categories such as factors that influence design, art principles, energy, etc. Use throughout teaching unit to introduce information, summarize and evaluate information.

2. Using the picture collection above, have FHA-HERO students:

    a. prepare bulletin boards or display cases using the pictures to illustrate the design principles,

    b. prepare flash cards for use in reviewing art principles or furnishings vocabulary.

3. Brainstorm factors that influence furniture, equipment and appliance decisions. Narrow down brainstorm list into most important factors. Form FHA-HERO committees to make portions of a check list to use as a shopping guide. Distribute list to newlyweds or singles who are setting up their first home.

4. Invite guest speaker(s) or send students to interview persons in the community who are employed in the interior furnishings, equipment and design area. Determine home economics skills and training needs in order to perform on the job. (Suggested persons: microwave demonstrators, appliance dealers, clerks in paint and wallpaper stores, buyers, sales representatives and interior designers.

5. Sponsor a home storage improvement week. Have each class/chapter identify personal storage problems and work to improve them. If a camera is available, take before and after pictures. Invite a resource person (such as an Extension advisor) to speak to the class/chapter on inexpensive ways to improve storage in the home.

A-191

Topic: Use of Art Principles in Interior Design

Objective: Apply art principles when making decorative wall arrangements.

Activity:

1. Prepare copies of the direction sheets and "shape sheet" which follow. The "shape sheet" should be on colored paper, if possible.
2. Present a demonstration showing how to put together a grouping of shapes, emphasizing design principles.
3. Point out that wall groupings can add charm to a home by providing a center of interest in an otherwise plain room.
4. Encourage students and make suggestions as they work.
5. Provide, if possible, for some sharing of the results of the project. An opaque projector would be helpful if the class is large. The groupings may be analyzed in terms of balance, proportions, harmony, and the creativity displayed.

NOTE: You may increase your classroom supply of illustrations for the second part of this activity by putting notes in teachers' mailboxes letting them know how much you would appreciate any of their old catalogs or home furnishing magazines.

If you do not have an adequate supply of pictures, students could still gain from doing only the first part of this activity.

Direction Sheet -- Part 1
Wall Decoration Project

The objective of this project is to apply your knowledge of design to produce an interesting and pleasing arrangement of shapes to place on a wall of a room in a home.

1. Decide on the room where the arrangement will be used.

2. Decide on the piece of furniture (example: couch) or architectural feature (example: fireplace) to which your arrangement will relate.

3. Decide on the shapes to be used. You may use any from the "shape sheet" or create some of your own.

   You must use at least 8 shapes. You may use the same shape more than once, and you may use more than 8 shapes, if you wish.

4. Cut out your shapes and try out arrangements until you are satisfied. Your arrangement must be informally balanced.

5. On an 8½" by 11" sheet of typing paper make a very simple sketch of the furniture or architectural feature chosen in (2) above. Place your shapes in relation to this and paste them in place.

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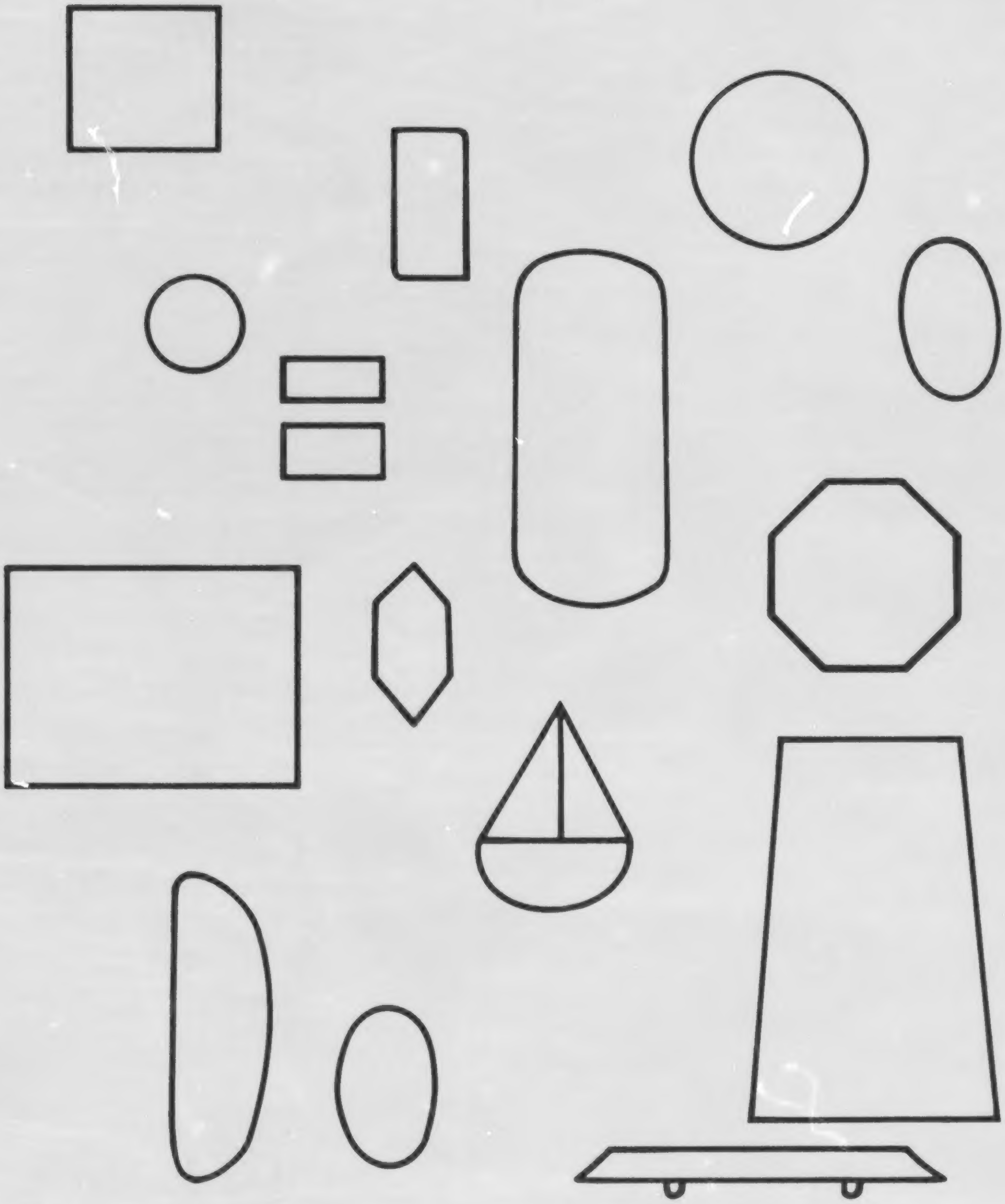
Direction Sheet -- Part 2

1. Number the shapes you have used in Part 1.

2. Search through catalogs and magazines to find actual illustrations which will represent each shape in your design. For example, you may select an octagonal clock for one shape. If you can't find an appropriate picture, you may write a description. Your shapes may include: pictures, stitchery creations, candles, clocks, mirrors, plaques, hanging plants, tools, antique items, shelves, macrame, mats, baskets, shadow boxes, etc.

3. After you have made all your selections, number these corresponding to the numbered shapes and include in an envelope attached to the sheet prepared in Part 1.

SHAPE SHEET



Topic: Room Decoration

Objective: Analyze a furnished room in terms of concepts studied during the course.

Activity:

1. Provide each student with a large colored picture of a room in a home or have students provide a picture (not a kitchen).
2. Prepare a work sheet with the following questions and direct students to answer them in terms of the particular room.

   I. Color Scheme
      a. What is the dominant color?
      b. What are two harmonizing colors?
      c. Is a definite scheme used? If so, name it.

   II. Floor Covering
      a. What type of covering is used?
      b. What points were considered in choosing it?

   III. Wall Finish
      a. What type of finish is used?
      b. How does the color, design and pattern fit into the room?

   IV. Curtains or Window Treatment
      a. Are curtains background or decoration?
      b. Explain how the material, type, and color harmonize with the rest of the room.

   V. Furniture
      a. Are any particular periods or styles represented?
      b. How does the arrangement follow the principles studied in class?

   VI. Decorative Objects
      a. How do the pictures illustrate the principles for choosing and hanging pictures?
      b. Are lamps functional or mostly decorative? How can you tell?
      c. What other decorative objects are found in the room? Evaluate each in terms of:
         1. design qualities
         2. suitability for the room

   VII. General Effect
      a. What is the general impression you get from the room? (restful, formal, stimulating, depressing, etc.)
      b. What do you like or dislike most about it?

Topic: Window Treatments

Objective: Compare the costs of window coverings (draperies).

Activity:

1. Draw a rectangle on the chalkboard to represent a picture window. Line for framing may be added as desired.
2. Demonstrate how to take measurements and determine the size of the drapes needed for a window of the size pictured. Decide on the length of the drapes desired.
3. Ask for volunteers to check the cost of draperies for this window from several different sources such as:
    - a. a discount store
    - b. available catalogs
    - c. a department store--in stock
    - d. a department or specialty store--custom made
    - e. home made draperies
4. When all information has been gathered, conduct a summary session. Decide what factors must be considered in choosing draperies.

NOTE: Other window treatments may be compared in the same way. Students might also compare the availability, cost and effectiveness of window insulators. See Consumer Reports for October, 1981, p. 583-584.

Topic: Energy Conservation

Objective: Become more aware of our dependence on electricity and ways to conserve it.

Activity:

1. Ask students to survey their homes, making lists of all appliances which use electricity, marking each with a "D" for daily use, "F" for frequent use, "L" for little use, and "N" for no use. Also list broken or inoperable appliances. Indicate number, if more than one in the home.

2. Have students turn in anonymous copies of these lists. Summarize (or have volunteers summarize) the information, making a ranking of the top 20 (most used) and the bottom 20 (least used). Also indicate the 20 most common and 20 least common appliances.

3. Ask students to rank the top 20 in order of importance, giving a rank of 1 to the appliance they would be least willing to give up, etc. Tabulate and discuss reasons for the rankings. You may choose to exclude ranges, refrigerators, and water heaters from this ranking.

4. Finally, ask students to select one appliance and find suggestions for using it less or using it more efficiently.

5. Conclude the activity by talking about these questions.

   a. Were you surprised at how many appliances households had?

   b. Why do you suppose we keep appliances which we don't use much?

   c. What would it take to put broken or inoperable appliances back in service?

NOTE: Related activities might be:

1. Select an area where you (or your family) use a lot of energy, and make a plan for conserving it. Try the plan and monitor your progress.

2. Select an appliance and interpret the information of the Energy Efficiency Ratio labels of at least three different brands or models. Report your findings.

Topic: Floor Plans

Objective: Evaluate a house plan in terms of its suitability for a particular group of individuals.

Activity:

1. Collect, or have students collect, house plans from newspapers, magazines, and advertising fliers (so that they can be clipped out).

2. Divide class into groups of unequal size (from 1 to 6 or 7 persons). Each group size represents a family size or household. Group members should decide on names, ages, work, hobbies, interests, and other pertinent characteristics of the persons in their household.

3. Direct students to find a plan which best meets the needs of their "family." If no plan available is suitable, they may change one as desired.

4. Provide references on matching housing to particular needs. After students have studied these, see if they would make further changes.

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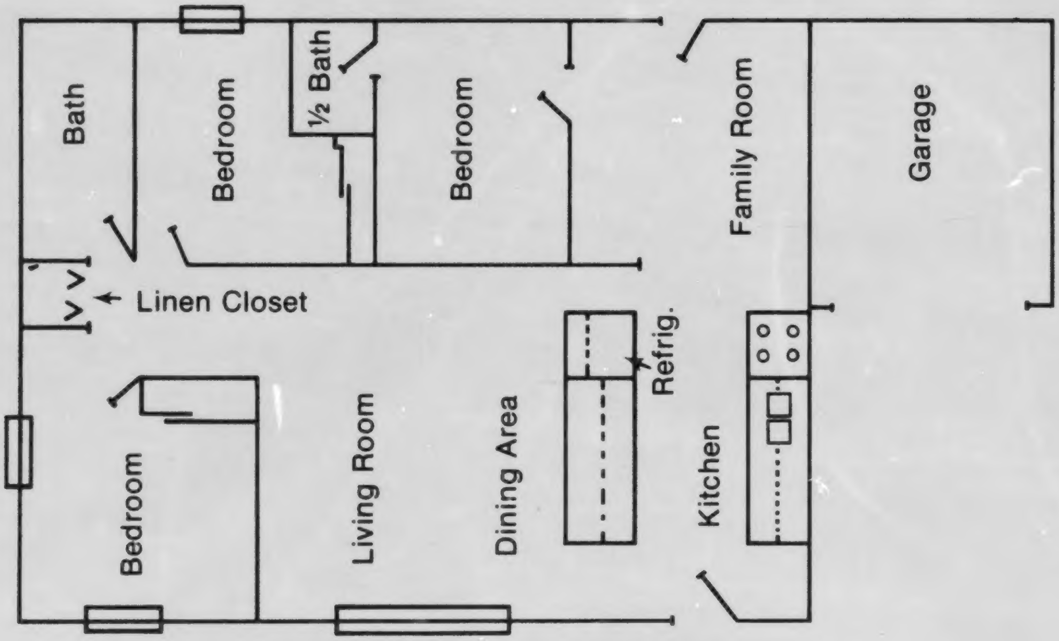
Topic Traffic Patterns

Objective: Evaluate traffic patterns on a floor plan.

Activity:

1. Use the following page as a work sheet for students to complete.
2. Evaluate the traffice patterns.
3. After evaluating the traffic patterns ask students to modify or change the floor plan for a better traffic pattern.

Note: This plan may also be used to illustrate the concept of zoning. Color in the three zones: green for social, blue for work and pink for quiet areas. Do the same with other floor plans and compare.


Bath
Bedroom
½ Bath
Bedroom
Family Room
Garage
Linen Closet
Refrig.
Bedroom
Living Room
Dining Area
Kitchen

Directions:

Draw an arrowed line (———→———→) to illustrate the following traffic pathways:

1. Entrance (front) or (rear) to kitchen (storage of groceries)
2. Kitchen to bathroom
3. Kitchen to dining area (serving of meals)
4. Kitchen to front door
5. Front door to coat storage to conversation area
6. Front entrance to bedroom
7. Bedroom to bathroom
8. Garage into house

Evaluate the traffic patterns in this house.

Topic: Floor Plan Symbols

Objective: Identify common symbols used on floor plans.

Directions:

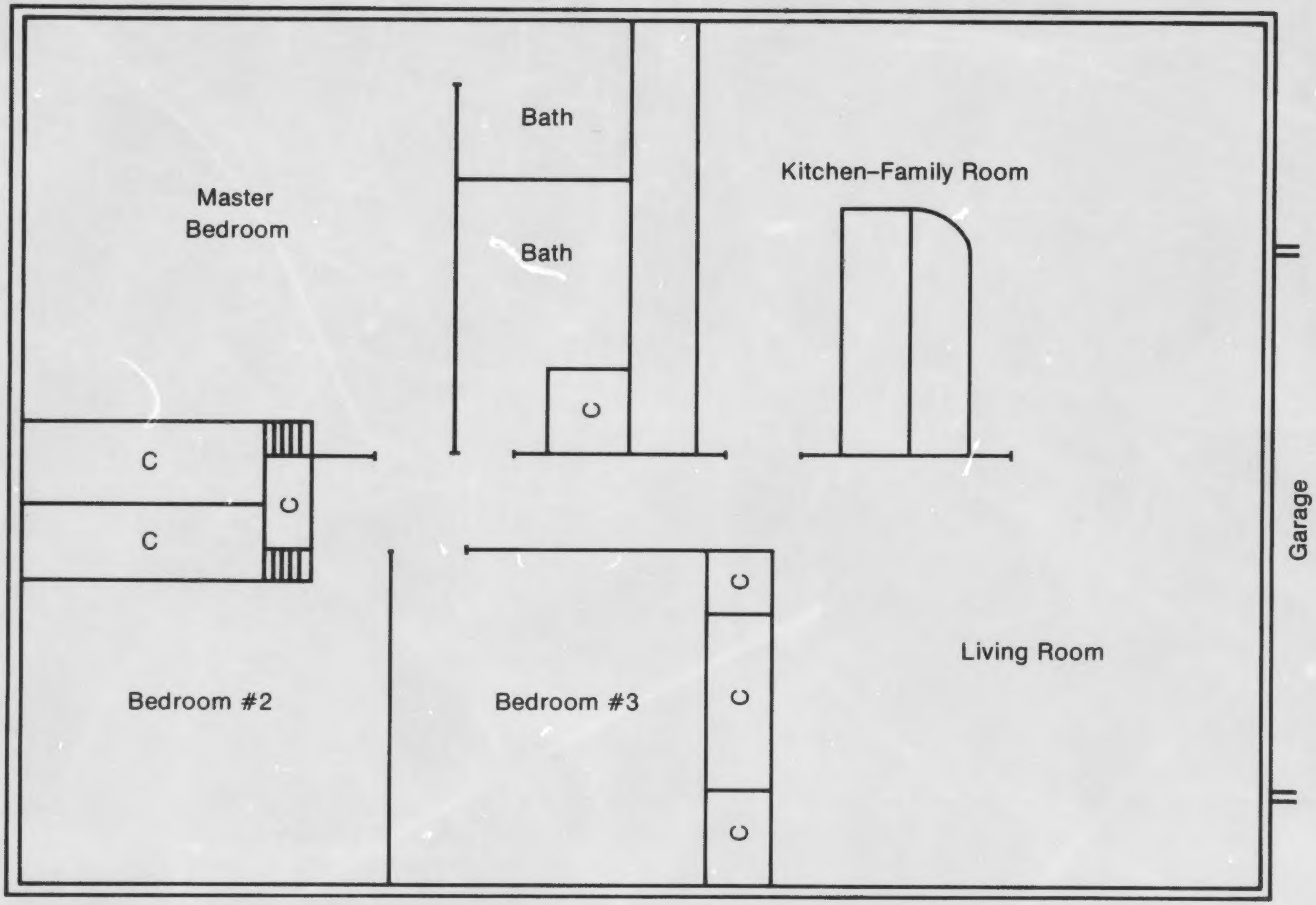
1. Provide reference materials so that students can find common symbols for the following:

   a. door arch
   b. hinged door
   c. sliding door
   d. folding door
   e. outside wall
   f. inside wall
   g. windows of different types
   h. fireplace
   i. stairs
   j. bathtub
   k. lavatory
   l. toilet
   m. shower
   n. range top
   o. refrigerator
   p. dishwasher
   q. upper/lower cabinets
   r. electrical outlets
   s. wall switches
   t. ceiling lights

2. Give students copies of the basic shell floor plan, and have them place these symbols in appropriate places. If other symbols are needed, ask students to create them.

3. Compare individual plans, asking students to explain reasons for particular placements.

A-197


Bath
Bath
Kitchen–Family Room
Master Bedroom
C
C
C
C
Bedroom #2
Bedroom #3
C
C
C
Living Room
Garage

565

542

543

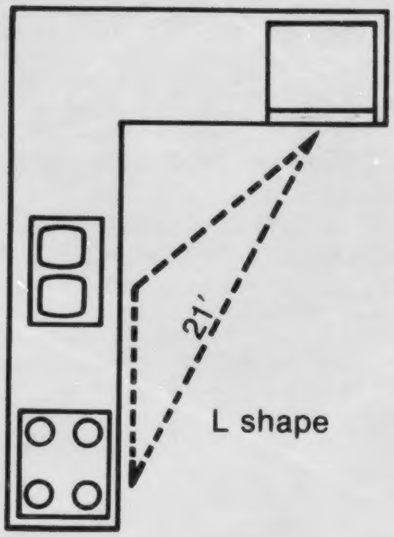
7

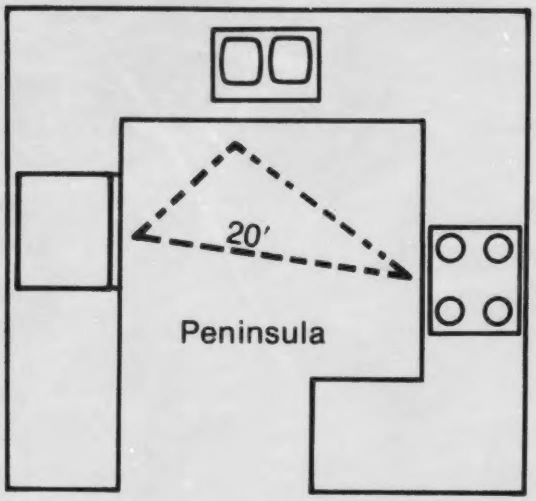
Topic: Kitchen Arrangements for Various Handicapping Conditions

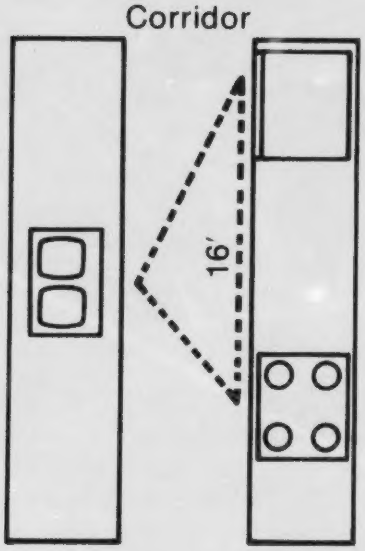
Objective: Select kitchen arrangements which promote greater independence of handicapped individuals.

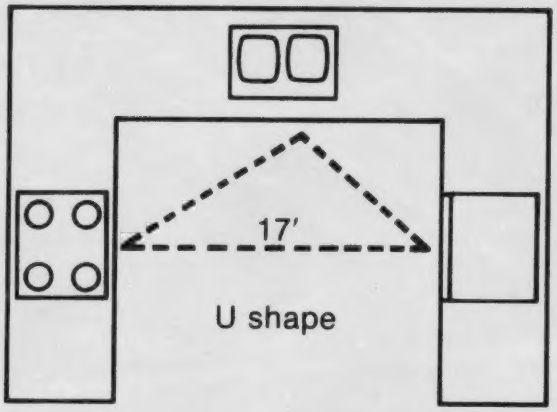
Activity:

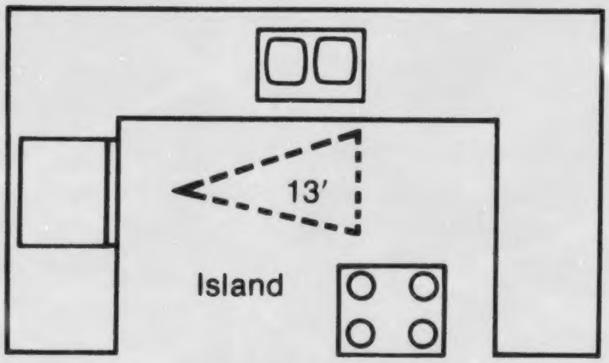
1. Help students become aware of the special problems which persons with handicapping conditions face when using a kitchen. Provide appropriate references and have students perform typical activities while simulating certain common disabilities.
2. Prepare transparencies or a handout showing six common kitchen arrangements. (attached)
3. Ask students to select the best kitchen to suit the handicapped person.
4. Test the decision by setting up a mock arrangement and having students with simulated handicaps pantomime various foods preparation activities.

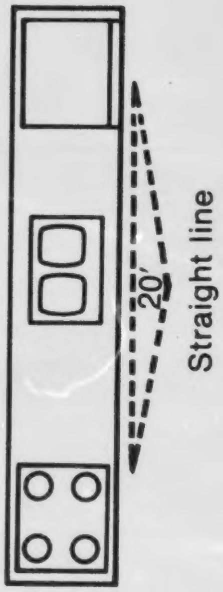

21′
L shape


20′
Peninsula


Corridor
16′


17′
U shape


13′
Island


20′
Straight line

Topic: Independent Living for the Handicapped

Objective: Evaluate a kitchen arrangement for a handicapped person.

Activity:

1. To start the lesson have one student sit in a regular chair and try to get a drink without getting up out of the chair.

2. Have students evaluate their home kitchen or a lab kitchen to see if it meets the needs of handicapped persons. Use the information below as a guide.

   A. GENERAL ESSENTIALS
      1. accessible doorways
      2. adequate space
      3. level floor
      4. good ventilation

   B. WORK SURFACES
      1. comfortable work heights [32" counter tops, sink and range; 27" for mixing work center]
      2. adequate electrical outlets
      3. roll-about serving table
      4. extra table for small appliances

   C. REFRIGERATOR/FREEZER
      1. two-door model side by side
      2. frost free
      3. slide out or rotating shelves
      4. counter space adjacent to the refrigerator

   D. SINK
      1. easy-to-clean
      2. under-the-sink knee space
      3. insulated hot water and drain pipes
      4. retractable spray hose
      5. easily handled water controls

   E. DISHWASHER
      1. front-loading
      2. under the counter
      3. close to sink

   F. COOKING CENTER
      1. electrical ovens and burners are preferable
      2. cook tops and wall ovens are best
      3. controls in front
      4. side hinged door for the oven

G. KITCHEN STORAGE

1. all items at points of first use
2. smooth sliding drawers
3. feather touch door openers
4. peg-board for miscellaneous items
5. heavy items stored low
6. reaching devices
7. broom closet with roll-about cleaning caddy

Discussion questions:

a. What kinds of handicapping conditions would require these kitchen specifications?

b. Why are each of these kitchen specifications important?

c. In what ways could the lab and home kitchens be modified to meet the needs of the handicapped?

Note: A follow-up activity could be to have students choose an area of the kitchen and tell how they would change the area to give a handicapped person kitchen independence. [Catalogs could be used to calculate costs of these changes.]

HOMEMAKER'S ASSISTANT PROGRAM

COMPANION TO THE AGED

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Program Flow Chart 573

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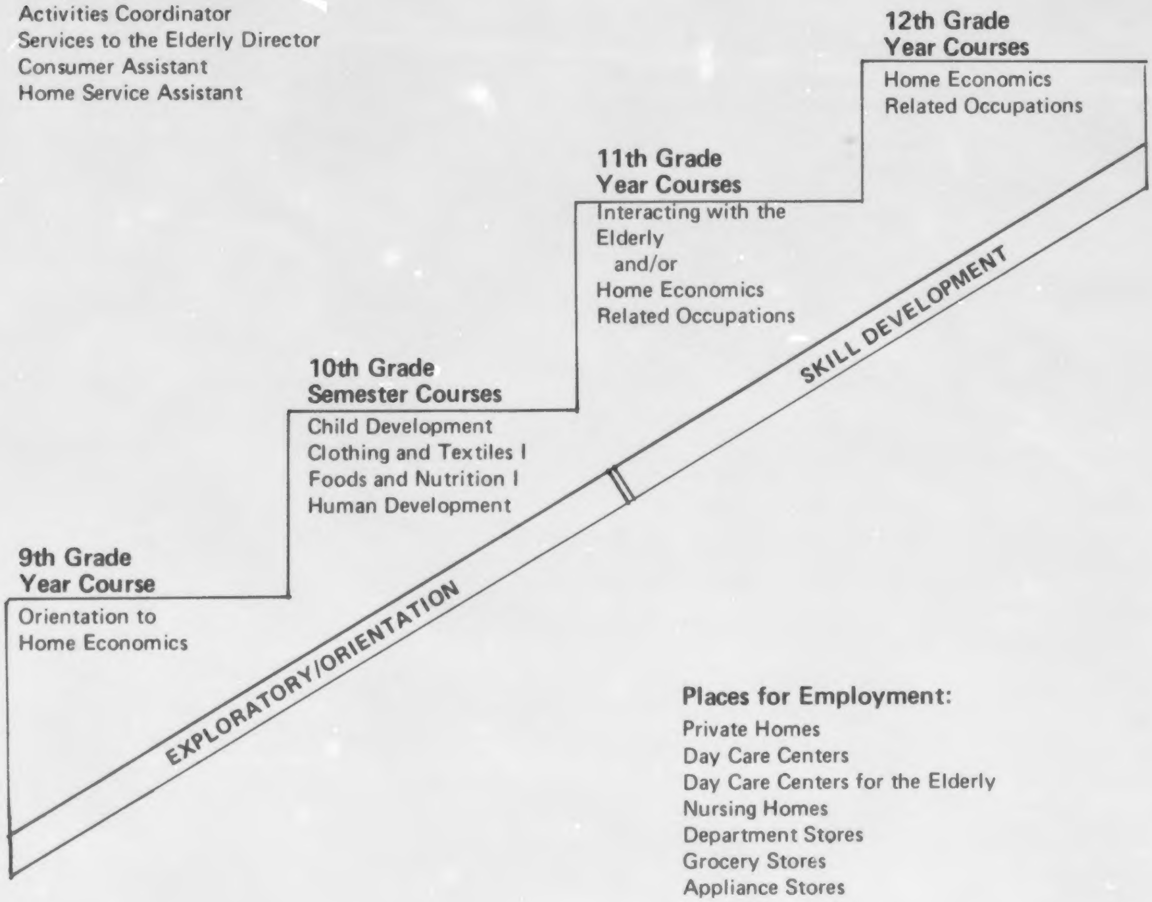
09.0205 – Institutional, Home Management, and Supporting Services
(20.0601)

HOMEMAKER'S ASSISTANT PROGRAM
(Companion to the Aged 20.0602)

This program is designed to develop the understandings, skills, and attitudes necessary to qualify for the variety of jobs which provide assistance to individuals and families in their homes. The sequence includes the types of experiences needed to develop competencies in planning and preparing nutritious meals; keeping the home clean and orderly; caring for the family laundry; and caring for the daily needs of the occupants of the home, including the young and the elderly. There is an emphasis throughout the sequences on management, decision making, and interpersonal relationships. Knowledge and understanding of human development and ways of meeting the needs of people of all ages is emphasized.

Job Titles:

- Homemaker's Assistant
- Companion
- Activities Coordinator
- Services to the Elderly Director
- Consumer Assistant
- Home Service Assistant



9th Grade
Year Course
Orientation to
Home Economics

10th Grade
Semester Courses
Child Development
Clothing and Textiles I
Foods and Nutrition I
Human Development

11th Grade
Year Courses
Interacting with the
Elderly
and/or
Home Economics
Related Occupations

12th Grade
Year Courses
Home Economics
Related Occupations

Places for Employment:

- Private Homes
- Day Care Centers
- Day Care Centers for the Elderly
- Nursing Homes
- Department Stores
- Grocery Stores
- Appliance Stores
- Utility Companies
- Community Service Agencies

HUMAN DEVELOPMENT

Content Outline

Grade 10

Semester Course

The emphasis in this course is on the development of adolescence through maturity and on relationships with others. Emphasis is also placed on meeting physical and psychological needs. Practical experiences related to providing for these needs can be included through a variety of activities with groups of young children, families, senior citizens and others. Information on a variety of career opportunities within the human development field will be included throughout the course.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- CAREER opportunities in human development
- GROWTH and development
- SELF-UNDERSTANDING
- RELATIONSHIPS with family members
- RELATIONSHIPS with others

I. CAREER OPPORTUNITIES IN HUMAN DEVELOPMENT

OCCUPATIONAL and career opportunities

*Investigate career opportunities in the community

ATTITUDES and skills related to employability

*Identify attitudes and skills desirable for employment in human development careers

*Develop characteristics and qualities which contribute to employability

II. GROWTH AND DEVELOPMENT

MATURITY as a growth process

*Identify physical, social, emotional and mental growth patterns

PHYSICAL and emotional changes of different life stages

*Identify physical and emotional characteristics of different age groups

*Analyze physical and emotional changes of the adolescent and of others with whom one lives

DEATH as part of the life cycle ⬆

*Analyze personal feelings towards death

III. SELF-UNDERSTANDING

BASIC human needs (200)

*Identify basic human needs and ways in which they are satisfied at different life stages

CONSTRUCTIVE and destructive ways of expressing emotions (201)

*Recognize emotions and give suggestions for expressing them in constructive ways

HOW values and interests are developed

*Describe how one develops values and interests

VALUES and goals as a basis for behavior choices

*Identify values and goals and relate these to personal behaviors (202)

PERSONALITY traits and individual differences (203)

*Give examples of individual differences in personality (204) (205)

INFLUENCES of heredity and environment on human development

*Trace the influences that heredity and environment may have on personality and human development

IMPORTANCE of a positive self-concept

*Identify positive personality traits and abilities

*Identify personal accomplishments and qualities

SELF-improvement--techniques for developing or modifying personality traits

*Use or explain appropriate techniques for developing or modifying personal habits and traits ▲

IV. RELATIONSHIPS WITH FAMILY MEMBERS

TYPES of family groupings (206)

*Analyze own family grouping

WHAT we do for our families and what our families do for us

*Describe ways to share and cooperate within the family

FAMILY manners--a code of behavior

*Give examples of ways in which the behavior of individual family members affects the family

*Develop a suggested family code of behavior

COMMUNICATION skills (207) (208)

*Develop verbal and nonverbal communication skills which lead to positive interaction (209) (210)

*Practice interacting with others assertively, rather than aggressively (211)

RELATIONSHIPS with parents and siblings (212) ▲

*Describe ways of relating to parents and siblings as one changes and matures

*Define attitudes which may strengthen family relationships (213)

RELATIONSHIPS with grandparents and older relatives

*Identify the value of contact with persons from different generations

FAMILY conflict (214)

*Identify ways of reacting to conflict

*Analyze conflict resolution practices in terms of personal and family growth

*Practice behaviors which show respect for the rights and opinions of others

RESOURCES for help with family problems

*Explore available community resources that aid in family problems, e.g., school social worker, family crisis center, church related center

V. RELATIONSHIPS WITH OTHERS

LEVELS and types of relationships (215)

*Describe personal interaction with individuals outside the family, i.e., employers, teachers, community officials, the elderly, etc.

CONTRIBUTIONS of friendships to life satisfaction

*Investigate personal reasons for choosing and keeping friends

RESOLVING conflicts in friendships

*Identify ways different groups and types of people handle conflict

*Practice assertive behaviors

INTERACTING WITH THE ELDERLY

Content Outline

Grade 11 or 12

Year Course

This course is designed to provide students with opportunities to gain a knowledge and understanding of the elderly and the skills needed to meet their needs within the home and the community. Classroom and observation activities will help students consider the aging process: foods, clothing, equipment, housing and home management as related to the aged.

*These are statements of direction that suggest content and learning experiences as well as ways to check student performance or achievement.

BROAD AREAS OF EMPHASIS

- CAREER opportunities in the geriatric field
- HOW the elderly are viewed
- PHYSIOLOGICAL changes with aging
- INTELLECTUAL processes and needs of the elderly
- MEETING emotional needs
- PROBLEMS and concerns of the elderly
- DEATH and dying

I. CAREER OPPORTUNITIES IN THE GERIATRIC FIELD

TYPES of services

*Identify existing and futuristic ideas for providing services for the elderly, i.e., home health aides, housekeepers, housing modifications for the elderly, etc.

HOMES, agencies or institutions

*Identify places of employment in the community

SKILLS, interests, and educational requirements

*Identify skills, interests and educational and/or training requirements needed for working with the elderly

*Evaluate personal skills and interests in relation to specific career goals

II. HOW THE ELDERLY ARE VIEWED

PERCEPTIONS of aging (216)

*Describe personal concepts of aging

*Compare perceptions of aging held by different persons and in different cultures

*Analyze personal concerns about getting old

SOCIAL status of the elderly in different cultures and ethnic groups

*Investigate the social status of the elderly within various cultures and ethnic groups

SOCIAL interactions with the elderly

*Analyze interactions between various generations and the elderly

*Identify programs that encourage social interactions with and between elderly persons

III. PHYSIOLOGICAL CHANGES WITH AGING (217) ▲

PHYSICAL characteristics

*Identify physical changes in the elderly, i.e., chemical composition of bones, physical stature, loss of teeth, skin changes

*Explain how these changes affect self-concept

SENSORY organ changes

*Describe the changes of vision, hearing, taste, smell, and touch in the elderly and possible implications

*Identify ways in which persons compensate for these changes as well as various helpful mechanical aids

SENSORIMOTOR changes

*Identify how a person's sensorimotor skills change in the aging process and how society deals with these changes in the elderly

IV. INTELLECTUAL PROCESSES AND NEEDS OF THE ELDERLY

MEMORY and learning

*Describe causes of memory and learning changes as people grow older

THINKING and creativity

*Identify persons who have continued to be active and creative after 60 years of age

CONTINUING education ▲

*Identify the need for programs to educate the elderly

*Explain how the elderly can assist in educational programs ▲

*Plan, carry out and evaluate activities which stimulate the minds of the elderly ▲

V. MEETING EMOTIONAL NEEDS

ROUTINE which provides stability

*Recognize the importance of routine and regularity to an older person, i.e., mealtime, eating place, activities

*Recognize that the elderly may do things differently and respect their wishes

SPIRITUAL needs

*Identify spiritual needs of the elderly and ways they express them

*Identify community activities that could be provided to help meet their needs, i.e., provide transportation

HOLIDAYS

*Identify various holiday traditions that are important to the elderly

NEED for privacy

*Recognize and identify the privacy needs of elderly persons

CHANGES in parent and child relationships as life styles change

*Identify developmental stages of parenting

*Identify characteristics which indicate that parents need additional care

*Identify responsibilities that may have to be assumed by others

*Recognize the need to plan for the (un)expected

VI. PROBLEMS AND CONCERNS OF THE ELDERLY

EMPLOYMENT and retirement

*Explain how retirement affects different persons

*Identify job opportunities for those retired, i.e., foster grandparents, RSVP, Green Thumb, etc.

INCOME

*Describe the repercussions of an inadequate income on housing, health, transportation and possibly changed life styles of elderly

*Investigate sources of help for persons with limited incomes

HOUSING and care facilities ⌂

*Analyze the physical, safety and psychological needs met by housing (218)

*Identify and compare the cost and services of various housing alternatives for the elderly, i.e., subsidized housing, nursing homes, retirement villages, supervised housing, etc. (219) ⌂

*Identify sources of funding for facilities to care for the elderly

*Describe ways to organize space for ease of accessibility, safety and comfort

HEALTH

*Describe the changes in rest, exercise and medical supervision needed as one ages

*Identify medical programs that assist in health care costs for the aged

*Identify ways to prepare persons for hospitalization

*Identify the importance of health education to the elderly, i.e., physical and mental

*Explore alternative modes of extended care in addition to currently existing institutions, such as caring for persons in their own home, possible subsidies to families for providing needed care, or the use of senior citizen centers, outreach programs, or independent living

TRANSPORTATION

*Identify available and economical transportation facilities for the aged

*Evaluate various forms of transportation for their safety, convenience, and design in consideration of the needs of the elderly

CLOTHING needs and services

*Recognize desirable features of clothing for the elderly and handicapped, i.e., large pockets, front openings, etc. (220)

*Evaluate clothing for the elderly

*Encourage self-help techniques for grooming and dressing

*Identify laundry services and alternatives for the elderly

NUTRITION (212) ▲

*Determine nutrient and caloric needs of the elderly ▲

*Identify special foods and preparation techniques for the elderly

*Analyze eating patterns of the elderly

*Explain the effects of social isolation, physical inabilities, loneliness and depression on nutritional status and health

*Identify food programs and reliable sources of nutrition information for the elderly

DISCRIMINATION and abuse

*Describe age discrimination and elderly abuse in the American culture (222)

CONSUMER protection

*Identify legal services needed by the elderly

*Describe safety precautions needed by the elderly

VII. DEATH AND DYING (223)

DEALING with death

*Identify the stages of dying and typical reactions of the dying person and the family at each stage

*Identify ways families may prepare for death

*Identify ways to prepare families for the death of a family member

*Compare funeral costs and arrangements

FHA-HERO ACTIVITIES FOR HUMAN DEVELOPMENT TO BE DEVELOPED BY FHA-HERO STUDENTS

1. Invite a mortician to class or visit a funeral home to identify:

   A. Ways a family can prepare for the loss of a loved one.

   B. How to preplan a funeral.

   or

   If a hospice program is available in the community invite a hospice nurse to discuss:

   A. Care provided for a dying patient and how the family and friends can contribute to that care.

   B. The needs of a dying person and how family and friends can meet these needs.

2. Sponsor a campaign within the school for a cause such as no-smoking, improved eating habits, courtesy or helpfullness. Develop mini-workshops to share information during noon hours to kick-off the campaign.

3. Select 2 or 3 students, and one or both of their parents to serve on a panel during the class/chapter. Using the same set of questions, interview students and parents separately to identify differences and similarities in attitudes and methods of handling parent and sibling relationships.

4. During class/chapter use the planning process to identify personal conflicts and constructive methods of resolving these conflicts. Have each student place the plans in a sealed envelope and establish a time that the envelopes will be opened and discuss progress made toward the students' individual goals.

FHA-HERO ACTIVITIES FOR INTERACTING WITH THE ELDERLY TO BE DEVELOPED BY FHA-HERO STUDENTS

1. Form an FHA-HERO activity group for senior citizens in a retirement center and meet with the group on a scheduled basis. Play games such as bingo, write letters, read the newspaper together, watch and discuss a TV program, make gifts, exchange magazines and books, or plant a window garden.

2. As a class/chapter, read and discuss physiological changes of aging. Formulate questions to ask the aging persons to determine if the reading material is accurate. Interview or invite a group of senior citizens to answer the questions developed by the students.

3. Invite senior citizens to the class/chapter to:

   a. teach specific content, for example, preparation of a favorite food, demonstrations of a hobby or craft item, or to explain changes that occur in people in various stages of the life cycle.

   b. present dramatic readings.

   c. share and compare their adolescent problems with problems of today's youth.

4. Survey various housing alternatives available in the community. Identify fixed and hidden costs, locations and contact persons. Formulate a handout and distribute in doctor's offices and local retirement groups meeting places.

5. After studying nutrient and caloric needs of the elderly, prepare brown bag meals and share with home bound individuals in the community. Prepare quick and easy foods and share the recipes when visiting.

6. Tour as many facilities for the elderly within the community as possible. Talk with the directors of each to identify the philosophy, costs, and services provided in each.

7. Invite administrators from various agencies to the class/chapter to explain rules and regulations and how these standards are met in each of their facilities.

8. Assist a recreation director in a local facility for the aged by planning, organizing and evaluating recreational activities.

9. Use home economics film strips and other teaching materials to present programs on home economics to residents of a retirement center.

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10. Divide the class/chapter into food shopper teams. Visit home bound elderly individuals, plan menus with them, shop for food, and deliver food and put it away for them. Evaluate the experience by preparing copies of the menus, the market order, and descriptions of where the food was stored. A copy of the evaluation should be left with the elderly person as a reminder of how to use the food.

Topic: Human Needs--Positive Self-Concept

Objectives: Analyze the legitimacy of motives which may lead groups to exclude others.

Relate feelings which are a result of exclusion from a group.

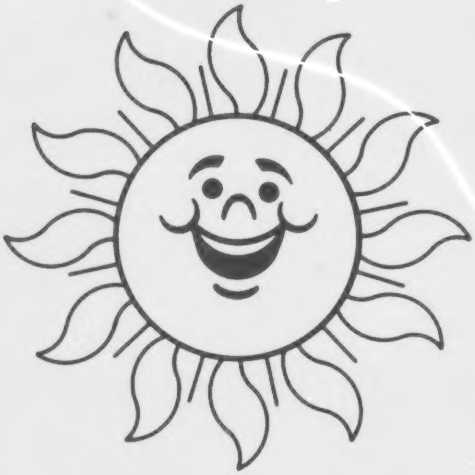
Activity:

1. Form small groups of five or six and arrange them in the room, leaving some distance between groups.
2. Give each group five minutes to identify some member who differs from the others in some characteristic which is not threatening--even rather silly. Examples:
    - Birthday in June
    - Grandparents live in a neighboring state
    - Has freckles
    - Pencil is very short

    [Groups do not have to choose the same characteristics.]
3. Send all the "different" persons to a predetermined place in the room, providing each a bib or sign, marked with a large ZERO, to wear.
4. Tell everyone, except those who were excluded, to take a five-minute break. Direct them not to include or communicate with, in any way, the members of the excluded group during this time. You might even offer the preferential group a treat, such as orange juice, while the excluded group gets nothing, but merely watches. [All get orange juice at the end of the exercise.]
5. Following the break, ask the groups, excluding the "different persons," to reassemble and quickly choose a reporter. Direct the excluded group to locate in the center of the room and the excluding groups to form around this group in clusters so that each of the excluding groups remain intact.
6. Ask each "different person" to tell why they were excluded from the group; whether they feel the exclusion was justified; feelings about the group that excluded them; and, how they felt about the other excluded members. The preferential groups respond, justifying why they excluded the ZEROS.
7. When each has finished, direct the original groups to reassemble, including the excluded members. Direct them to discuss their feelings regarding the previous experiences.

8. Then direct the participants to form one large group. Direct the group to participate in a discussion about the dynamics of exclusion, emphasizing aspects of social identity and characteristics of interactions between "stigmatized" persons.

SOURCE: Adapted from A Handbook of Structured Experiences for Human Relations Training, Edited by J. William Pfeiffer and John E. Jones, University Associates Publishers and Consultants, La Jolla, California, 1979.



Topic: Human Emotions

Objective: Identify various human emotional states and possible effects on individuals and family members.

Activity:

1. Ask students to describe how they would feel in the following situations by using only one word.

   Examples of situations:

   ... the school just won the state football championship.

   ... you missed getting an "A" (by one point) on the test for which you studied so hard.

   ... you found out your girlfriend was going out with another boy.

   ... someone you cared about suddenly died.

   ... you said something untrue about another person which got him in trouble, but you didn't intend for that to happen.

   ... in one hour you have to present a speech to the entire school body.

   ... you get to spend your birthday with your neighbors.

   ... you're driving in the rain and the wipers won't work unless you keep wiggling the switch.

   ... your community presented you with the "Outstanding Citizen" award.

   ... your parents gave your sister a surprise party for her birthday at her favorite pizza place and just gave you a 50¢ gift certificate from McDonalds.

   ... for two hours you've been listening to your principal speak on discipline.

2. Write the words that students suggest on cards. [Do not make duplicate cards if the word is already on a card.] Other words, given on the following page, may also be placed on a card.

3. With students seated in a circle, hand out the cards. Direct the students to circulate the cards until they have been exposed to all of the cards. At this point, request students to circulate the cards again, holding onto a card that describes an emotional state with which they are familiar and with which they can identify. Collect unclaimed cards.

4. Ask each student to think of a time when the emotional state listed on their card affected their life or that of a friend or family member. Students may choose not to use names of persons involved. Have each student briefly describe the situation.

Discussion questions:

a. How can your emotional state affect your work and those with whom you work? positive or negative

b. What might be some possible effects of long-term negative emotional states? - for yourself?
 - for others with whom you interact?

c. How do positive emotional states affect your relationships with family members and friends?

d. What kind of personal assistance can you provide for persons dealing with negative emotional states?

Note: You may want to make up appropriate situations to fit the students and their situation.

EXAMPLES OF BASIC HUMAN EMOTIONS

AFFECTION
AMUSEMENT
ANGER
ANXIETY
APATHY
AWE
BOREDOM
CHEERFULNESS
CONTEMPT
CONTENTMENT
DELIGHT
DEPRESSION
DETERMINATION
DISGUST
DISLIKE
ELATION
EMBARRASSMENT
ENJOYMENT
EXCITEMENT
FEAR
FRIENDLINESS
FRUSTRATION
GAIETY
GRATITUDE
GRIEF
GUILT
HAPPINESS
HATE
HOPE
IMPATIENCE
INSPIRATION
IRRITATION
JEALOUSY
JOY
LOVE
NERVOUSNESS
PANIC
PITY
PRIDE
RELIEF
REMORSE
RESENTMENT
REVERENCE
SADNESS
SERENITY
SHAME
SOLEMNITY
SURPRISE

Topic: Values and Goals

Objective: Identify personal values and goals.

Activity:

1. Have students list their top-five priority values.
2. Distribute the Values Auction Bidding Sheet. Explain to the students that each of the items on the sheet will be auctioned off to the highest bidder. Every student has $5,000.00 at their disposal for the auction.

3. Allow students 5-10 minutes to budget their $5,000.00 on any of the given items. Students may spend the $5,000.00 on 1 or 2 items or as many as they wish. The total budget must not exceed the $5,000.00.
4. Play as a mock auction with the highest bidder receiving that value. After the "values" have been auctioned off, discuss the activity, using the following questions as a guide.
    a. What values that you initially listed did you obtain during the auction?
    b. What was the price you paid to obtain each?
    c. What values were very important to many of you? How was this indicated?
    d. How can identifying one's values assist in setting life goals and clarifying decisions?
5. Have students identify actions that would show that they truly value what they say they do.

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VALUES AUCTION BIDDING SHEET

Values	Amount I Budgeted	Highest Am't I Bid	Top Bid
Fulfilling marriage			
Freedom to do what you want			
Political power			
A chance to direct the destinies of a nation			
The love and admiration of friends			
Travel and tickets to any cultural or athletic event as often as you wish			
Complete self-confidence with a positive outlook of life			
A happy family relationship			
Beauty of self			
Good health			
A complete library for private use			
Religious faith			
A month's vacation with nothing to do but enjoy one's self			
Financial security			
A lovely home in a beautiful setting			
Human rights			
A chance to eliminate sickness and poverty			
Fame and popularity			
Understanding the meaning of life			
A world without deception, lying or cheating			
Freedom within your work setting			
A really good love relationship			
Success in a chosen profession or vocation			
TOTAL			

Total must not exceed $5,000.00

A-203

Topic: Socia[illegible]ment/Personality

Objectives: Identify factors that influence an individual's personality.

Describe personality types of persons.

Activity:

1. Brainstorm with the class asking them what factors influence a person's personality - write the ideas and words on the blackboard. Then discuss the influences from the blackboard - determine if they are from heredity or environment.

2. Have a class discussion on the different personality types (children may be classified into three personality types) sensitive - overly timid or frantically aggressive; placid - very congenial, "born happy"; aggressive - responses are extreme.

3. Make a list of adjectives of different personality types, for example:

   easy going
   nervous
   calm
   shy
   assertive
   satisfied
   persistent
   frightened
   good-natured
   timid
   loud
   excitable
   temperamental
   self-confident
   independent
   contented
   energetic
   cheerful

   Using the chalkboard, have students tell which type of child the adjective best describes. Have them explain their answers.

4. Have students collect pictures from magazines of each of the three types of personalities. A collage or bulletin board could be made. Have students select one picture and write a brief imaginary description of what may be happening in the picture. Also include what the person may be feeling.

Topic: Personality Traits

Objective: Recognize that individual personality traits differ.

Activity:

1. Have students choose partners that know each other fairly well.
2. Make a collage of each other's personality traits.* [Use pictures from magazines or own drawings.]
3. Collect when complete. Have the rest of the class guess who each collage portrays.

Discussion questions:

- a. How are each of the collages different?
- b. Describe behaviors of the person that provide clues to their personality traits.
- c. What would it be like if everyone had the same personality?
- d. How might your collage be different if it were done by your parents? teacher? siblings? best friend?

*If students aren't familiar with one another, each student could make a collage of their own personality.

Topic: Personality Traits

Objective: Identify personality traits and how they influence behavior.

Activity:

1. Prepare cards with personality traits on them, one per card and enough for every student to have one.

   Sample traits--use both desirable and undesirable
   - -friendly
   - -shy
   - -respectful
   - -moody
   - -happy
   - -stuck-up
   - -sarcastic
   - -honest
   - -out-going
   - -boastful
   - -thoughtful
   - -bad temper
   - -bully
   - -silly
   - -depressing

2. Give each student a card, instructing them not to show to each other.

3. Assign students to groups of 3-5 to act out their personality traits verbally. Each person should verbally communicate with only group members, in front of the rest of the class, for 1-2 minutes. After the skit or verbal interaction have class members identify personality traits of each group member. [One student could write them on the board.] Do this for every group.

4. Follow-up discussion questions:

   a. What is meant by personality traits?

   b. Is it possible for every person to have more than one personality trait? How do you know?

   c. What kind of occasions might cause different personality traits to surface?

   d. How do personality traits influence behavior? give examples.

   e. What is meant when we say someone has a really nice personality? bad personality?

   f. Of what value is it to recognize our own personality traits?

   g. What kinds of careers are suited for various personality traits? Are there jobs where it doesn't make any difference?

Note: This activity might be followed-up by having students write a couple paragraphs to identify their own personality traits and how these possibly influence their behavior.

Topic: Relationship with Family Members

Objective: Identify how the media portrays family life.

Activity:

1. Have students select and watch a television show that deals with a family. The following questions should be answered:
   - a. What show did you watch?
   - b. How many persons are in the family?
   - c. How are they related?
   - d. How do main characters interact with the family?
   - e. What are the occupational roles of the family members?
   - f. What level of income is the family?
   - g. Do you feel the show gives a realistic view of a family?
2. Have students share with one another their reactions to the show they viewed.

Discussion questions:

- a. What kind of family life image does television most often portray?
- b. How real is it to this community?
- c. What influence do these shows have on those persons watching them?

Note: A video tape of a family show may be shown in class if preferred.

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Topic: Communication Skills

Objective: Interpret true meanings of statements.

Activity:

1. Explain to students that people send coded messages when they communicate. They sometimes communicate without saying what they really mean and often force people to guess the real meaning of their statement. We decode messages according to the situation, the person's personality, tone of voice and facial expression.

2. Using the "secret message" and situations described below have students decode the messages and write what is really meant.

   a. Jerry calls Sally on the phone and asks, "What are you doing Saturday night?"

   b. Mary Ann is trying on dresses at the boutique. She has on a very expensive one. The saleslady says, "That dress really looks nice on you!"

   c. Joe shows Tom the cutting board he made in industrial arts class. Joe asks, "What do you think of it? Give me your honest opinion."

   d. The Smith family is ready to eat supper. Jimmy, a neighbor, is playing with Bill Smith. Mother says to Jimmy, "Isn't it your supper time?"

   e. Several students have had money stolen from their lockers. Gloria, who usually doesn't have any money, offers to buy cokes for Betty and Veronica after school. Veronica whispers to Betty, "I wonder where she got that money."

   f. Mrs. Kane sees a casual acquaintance as she is walking along the street. She says, "Hello. How are you?"

Discussion questions:

a. What are some other common statements that people use that have to be decoded?

b. Why do people talk in "secret messages"?

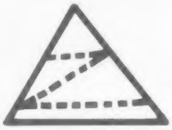
c. What can happen when secret messages aren't interpreted appropriately?

Topic: Communication Skills

Objective: Evaluate communication skills by participating in two exercises (putting together a puzzle and drawing a diagram) through the methods of one-way verbal communication with a partner.

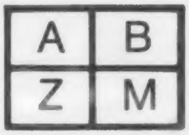
Activity:

1. Begin the class by asking questions covering the transparency entitled Communication Skills (attached).
2. After discussing communication, have the students try their communication skills by participating in the following exercises involving putting together a puzzle and drawing a diagram through verbal and listening skills of communication.
3. Exercise I: THE TRIANGLE PUZZLE



   a. Have the students choose a partner and assign the roles of speaker and listener.
   b. Have the students arrange the desks so that they are placed back to back for each pair.
   c. Hand an envelope containing a picture of the triangle puzzle to the speaker; hand an envelope containing just the puzzle pieces to the listener.
   d. Explain that the speaker can only describe the shapes and how they fit together--he cannot reveal the resulting figure, and that the listener cannot ask questions.
   e. Let the students work together for 5 minutes. When finished, let the students see their results, then ask the following questions:
      - How did the speaker feel?
      - How did the listener feel?
      - What would have improved the communication?

4. Exercise 2: THE DIAGRAM OF LETTERS



a. Have students reverse roles.

b. Hand the speaker a diagram of the letters; hand the listener paper and pencil.

c. Explain that the listener's description must be constrained to just different lines and shapes, and that the listener cannot ask questions.

d. Allow the same amount of time as before. When finished, let the students see their results.

e. Ask the same questions as before.

Discussion questions:

a. Why is talking and listening important for good communication?

b. How can different interpretations of words and phrases make communication difficult?

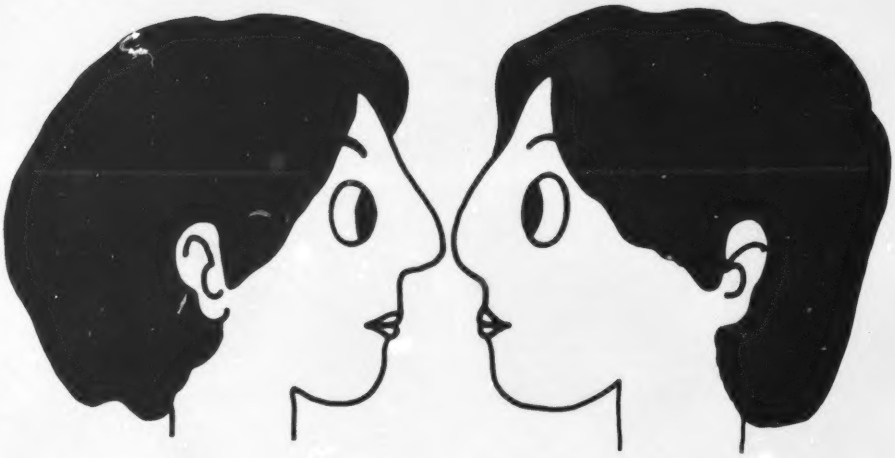
c. How can asking questions make communication more effective?

d. How can communication be frustrating for the speaker and listener?

e. How can you improve your communication skills?

NOTE: This activity could be followed up with an activity where there is two-way communication in drawing or putting together a puzzle.

COMMUNICATION SKILLS



- What is communication?
- Why is communication important?
- How do people communicate with each other?
- How does communication cause problems in daily situations?

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Topic: Positive Relationships

Objectives: Recognize the change in personal relationships by use of a simple positive approach.

Demonstrate the positive approach to relationship building.

Activity:

1. Have students choose a person that they
   a. don't like very well, or
   b. don't know very well and would like to know better, or
   c. have difficulty relating to.

   [This person should be someone they see everyday, M-F.] The students should not reveal to the person they choose, or others, what they are doing.

2. Students shall keep a log and do the following:
   a. Everyday for 1-3 weeks say something positive to that person. [Do not say anything negative to that person during that time.]
   b. Record in the log what you said and how that person reacted.

3. At the end of the assignment have students write about their positive relationship experience.

Discussion questions:

- a. How did you feel [making positive comments to another person?]
- b. How did the other person react? in the beginning? at the end?
- c. What happens if positive comments aren't sincere?
- d. Did your relationship change with that person?
- e. How do you feel when someone says something positive to you?
- f. How might you use this again?

A-210

Topic: Nonverbal Communication

Objective: Recognize messages conveyed by nonverbal forms of communication.

Activity:

1. Obtain a variety of pictures of people interacting (from magazines or other sources).
2. Have students discuss what is being communicated.

Some key questions may be:

a. What types of communication are being portrayed in the picture?

b. How are the messages conveyed?

c. How does nonverbal communication play a role?

d. How can body language improve communication skills with others? [Have students state examples.]

e. How can body language inhibit your communication skills with others? [Have students state examples.]

f. What is the effect of verbal communication without nonverbal communication?

Note: This activity could be done by using a filmstrip or movie without the sound.

Topic: Assertive, Nonassertive, and Aggressive Behavior

Objectives: Distinguish between assertive, nonassertive, and aggressive forms of behavior.

Evaluate the effectiveness of each type of behavior for given situations.

Activity:

1. Have students look at pictures of people demonstrating aggressive, nonassertive, and assertive behavior. Ask students to decide which picture shows each particular behavior.

   Discussion questions:

   a. Which of these pictures shows an aggressive, assertive, and nonassertive person?

   b. How did you decide upon this? How can you tell the difference between each kind of behavior?

2. Divide the class into groups of 6 and give each group a case study. Each group will role play the situation, showing an assertive, nonassertive, and aggressive way to handle the situation.

   a. Which behavior was most effective? least effective?

   b. How can interactions with aggressive persons make you feel?

   c. What are your feelings when you interact in an assertive manner? How does/do the other person(s) feel?

   d. In what kinds of situations do you generally act assertively, aggressively, or nonassertively? In which situations could you have acted differently and achieved better results?

   e. In what kinds of situations would you like to act more assertively? How might you go about it?

Note: Another activity might be to ask students to write about a personal situation when they acted in an aggressive or nonassertive manner. Have students reappraise the situation and record how they could have handled it in an assertive manner.

CASE STUDIES FOR ASSERTIVE BEHAVIOR ACTIVITY

Within each group of 6 students, 2 people will role play the same situation aggressively, 2 people assertively, and 2 people nonassertively.

1. You are in your room studying for a big test you have tomorrow. Your father and brother come home from softball practice and begin wrestling and making lots of noise in the family room. You...

2. While on a picnic, your friend insists upon swimming in the "no-swimming" area. It is a potentially hazardous part of the lake. You don't approve. You...

3. While on a shopping trip with your friend, you see her sneak a candy bar into her purse. You don't feel this is right. You...

4. Your mother was a cheerleader in high school and college and keeps bugging you to try out for cheerleading. You have no interest at all in this area, but she keeps pressuring you. You...

5. Your parents have said you couldn't go to away baseball games. Your school team is going to the State Championships and all your friends are going. The game is 75 miles away and your friend's parents have offered to drive and take a few of the kids. You...

6. Your friends want to drink beer and liquor Saturday night after the game. You want to be with your friends but not get involved in this activity. You...

7. While on a date, your boyfriend suggests you have sex. You really think you love him but feel it is not something you want to get involved in at this time. You are afraid he will quit asking you out. You...

SOURCE: Case studies adapted from Co-Ed (March 1981), "How Assertive Are You?" pp. 36b-36d.

Topic: Communication with Parents

Objective: Identify responsible ways to communicate with parents.

Activity:
(Role Play)

1. Have students role play or discuss the following situations showing responsible and irresponsible ways of communicating with parents.

#1. John's parents are constantly hounding him about getting better grades in school. They know that he must have much higher grades if he ever wants to get into college, and thus insists he stay in his room every night from dinner until bedtime. John is trying his best but just can't seem to make any progress. He is upset with himself and his parents. What should he do?

#2. Shirley loves to cook and experiment in the kitchen. However, everytime she asks for kitchen privileges, her mother always says, "When you have a home of your own, that will be enough time for you to worry about cooking." What should Shirley do?

#3. Tom and his parents always get into arguments about freedom and liberties. He would love to go downtown with the boys on Friday night but his parents feel he is not yet grown up enough. However he knows that if he stays overnight with his friend Steve on Friday, Steve's parents would allow them to go downtown together. His parents would never know the difference. What should he do?

#4. Thirteen year old Sara and 10-year—old Betty spent the night at home alone while their parents visited friends. They were asked not to talk on the telephone as they both had a lot of homework to do. Their parents tried for over an hour to reach them, but the line was always busy. When their parents returned home, Sara was accused of using the telephone for she was the one who always used it. However, this time it was really Betty's fault, not Sara's. What should Sara do? What should Betty do?

Communication (cont.)

Discussion questions:

a. Why is it sometimes hard to talk to your parents?
b. How can communication be enhanced if you don't become defensive?
c. What are some ways to make talking with your parents easier?
d. When is it a good time to talk with your parents?
e. Why is it important to be honest when talking with your parents?

Topic: Attitudes Related to Family Members

Objective: Become aware of different points of view on practices and attitudes related to family living.

Activity:

1. Prepare copies of a list of statements which do not have factual evidence to support a true or false response. Suggestions (opinionnaire) below.
2. Ask students to fill out the opinionnaire anonymously.
3. Tabulate the responses.
4. Conduct a discussion of the statements on which there a nearly equal division of opinion.

Note: You may record arguments on the chalkboard during the discussion, under the headings: Support/Don't Support. Make clear, however, that such issues cannot be resolved by adding up the number of arguments on either side. They are decided in terms of the values held by the individual or group.

This activity may easily be adapted to other subject areas. Be sure that the statements are opinion statements.

✂ -

Agree	Disagree	OPINIONNAIRE
____	____	1. The father should be the boss in the family.
____	____	2. Money earned by teenagers should be turned over to the family.
____	____	3. Parents should meet those persons with whom their children go out.
____	____	4. In a happy family, there is no fighting or quarreling.
____	____	5. Both sexes should help with the housework.
____	____	6. A small family is likely to be happier than a large family.
____	____	7. It is easier to have a happy family if a family is wealthy.
____	____	8. Parents should put the happiness of their children above their own desires, when there is a conflict between the two.
____	____	9. Most parents expect too much of high school students.
____	____	10. High school students should have more money for clothes than their parents have.
____	____	11. Teenagers should be told about family problems, such as money difficulties.

Topic: Relationships with Parents, Friends and Teachers

Objectives: Analyze conflict situations with parents, teachers and peers, and identify responsible ways to handle them.

Activity:

1. Role play the following situations:

   1. Parent/child

      Sally is a 16-year-old high school junior. She has not dated very much. The boy she is dating now is 18 and a junior college student. He has long hair and her parents do not like him. She has a ten o'clock curfew on school nights. This particular night, she does not arrive home until 12:30. Her parents are waiting up for her when she comes in.

   2. Peer relationship

      Jane told Nancy her feelings about having Jill on the cheerleading squad. Nancy tells Lori and Lori tells Jill, Jill confronts Jane in the hall and in a very loud voice says "I hear you don't think I am good enough to be on the cheerleading squad".

   3. Student/teacher

      John is an average student. He has a report due today that he does not have done. He did not hand the last two reports in on time. The teacher confronts John with the fact that he has not handed in three reports on time.

Discussion questions:

#1 a. Why might Sally's parents be worried or upset?

b. What could Sally and her date have done to prevent this incident?

c. How might her parents attitude be different if they liked the boy?

d. What can you do to help your parents understand you?

#2 a. How was situation 2 handled?

b. What are some other ways this situation could be handled?

c. How might you handle a similar situation where a confidence has been betrayed?

d. How can destroying confidence affect a relationship?

#3 a. Why doesn't John turn his homework in on time?

b. How could the teacher help John to be a more reponsible student?

General questions:

a. Why is it important to act in a responsible manner towards parents, peers and teachers?

b. What are some ways to show parents, teachers, and peers you are responsible?

Topic: Life Stages/Tasks and Problems--Choosing a Mate

Objectives: Identify factors to consider when selecting a mate.

Determine which factors are most important in mate selection.

Activity:

1. Have students compile a list of factors people might consider when selecting a mate. Answers are not judged as right or wrong.
2. Using either the students' responses or the factors on the supplemental sheet, have students separate their set of factors into 2 lists. One list is for the factors the student feels would be most important and the other list is for those factors that are less important.
3. Have students select 5 factors from the list of most important factors that they think would be most important in selecting a mate.
4. Have students rank these five factors from most important to least important.
5. Analyze using some of the following questions. [Beware of making value judgments]

   a. What was the factor you listed as most important? Why did you choose that factor?
   b. How will those five factors contribute to a good relationship?
   c. How would you react if a person has many of the characteristics you desire but is lacking in one you felt was most important? For example, he or she was good looking, responsible, ambitious and popular, but was very inconsiderate and rude. How would this affect your relationship? How would you handle this?
   d. What may happen to people who don't consider the factors that are really most important in mate selection? If one were attracted to physical beauty and/or athletic prowess, what might happen if the good looks faded or the mate is no longer an athlete?
   e. How might your choice of factors change as you mature or get older? What can cause these changes to occur? If you selected a mate and then later you decided those factors weren't so important, how might this change your relationship? How would you handle this? What kind of life experiences might cause the characteristics one values to change? and how?
   f. After this discusson, would your list be any different?

INDEPENDENT	CHEERFUL	HONEST	COURAGEOUS
ATHLETIC	EASY GOING	OLDER	YOUNGER
GOOD HOUSEKEEPER	SHOWS AFFECTION	POPULAR	DOESN'T USE LIQUOR
SAME RELIGIOUS BELIEFS	MATURE	DEPENDABLE	GOOD GROOMING PRACTICES
SIMILAR INTERESTS	HEALTHY	DOES NOT ABUSE DRUGS	DOES NOT USE TOBACCO PRODUCTS
PHYSICALLY ATTRACTIVE	CONSIDERATE	SENSE OF HUMOR	PARENTS' APPROVAL
SAME RACE	PARENTS' MARRIAGE WAS HAPPY	WANTS CHILDREN	DOESN'T WANT CHILDREN
MONEY MANAGEMENT SKILLS	DOMINATING AND AGGRESSIVE	AMBITIOUS	RESPONSIBLE
TOLERANT AND UNDERSTANDING	LIKE EACH OTHER'S FRIENDS	SERIOUS-MINDED	SELF-CONFIDENT
IS EDUCATED			

Topic: How the elderly are viewed

Objectives: Compare current personal interests with future perceived needs and interest of the elderly.

Analyze personal concerns about growing old.

Describe personal concepts of aging.

Activity:

1. Fill in a word or words in each of the squares below that describes your current interests. These might include hobbies, activities you enjoy doing, or people you enjoy being with.

2. Examine each of the words above using the following questions:

   A. Which activities are more likely to:
      be done with someone?
      require mental energy?
      require physical energy.

   B. Which of these activities would be physically possible after retiring?

   C. Why would these activities be possible or impossible to continue after retirement?

3. State ways in which it is possible to prepare for old age.

4. In what ways are older people alike and different from teenagers?

5. Describe activities you are enjoying at the present that you feel can be continued when you get older.

Topic: Psychological Changes with Aging

Objective: Identify difficulties associated with physical changes in aging.

Activity:

1. Make a list of certain physical characteristics which make common household tasks more difficult, such as:
   - impaired vision and hearing
   - stiffness of joints
   - difficulty in moving quickly, etc.

2. Think of ways to simulate these characteristics and write on slips of paper, one per student. Have each student draw a slip.

   a. impaired vision - cover glasses with paper with a small opening in the center of each lens, or make a wrap around head band with the same opening

   b. impaired hearing - use earmuffs or place cotton in ears

   c. stiff fingers - wear heavy gloves or place splints on one or more fingers

   d. stiff knees - wrap one or both kneeds with cloth so that it is difficult to bend them

   Other students may be directed to move slowly, never raise hands above shoulder level, etc.

3. Ask students to simulate some common household tasks, such as paring potatoes, setting or clearing a table, making a bed, dusting furniture, etc.

4. Discuss difficulties encountered and ways in which physical disabilities can increase frustrations, cause accidents, etc.

Note: Students may also be challenged to think of some ways to overcome the disabilities through adapting equipment and simplifying procedures, etc.

A-218

Topic: Housing Concerns for the Elderly

Objective: Identify and evaluate housing needs of the elderly.

Activity:

1. Have students brainstorm physical characteristics of elderly persons.
2. Ask them how these physical characteristics influence housing needs of the elderly.
3. Have students evaluate their own homes to see how well they could accommodate an elderly person. Some features to look for:

   - One Floor Complex
   - Convenient Location
   - Recreation Area
   - Parking Area
   - Ramps
   - Non-Skid Walkways
   - Door Handles
   - Door Peepholes
   - Storage Areas
   - Laundry Facilities
   - Safety Bars
   - Non-Skid Tub
   - Intercom System
   - Emergency Call System
   - Fire Extinguisher
   - Smoke Detector
   - Raised Electrical Outlets

Discussion questions:

a. Why are these features necessary or important?

b. How can these features help provide independence for an elderly person?

c. What changes would be necessary in your home in order to accommodate an independent elderly person?

Topic: Housing and Care Facilities for the Elderly

Objective: Evaluate community housing alternatives available for the elderly.

Activity:

1. Use newspapers and phone books and have students identify various types of elderly housing available in the community, and also in nearby communities, if the town is small.
2. Assign one or more students to each type. Ask them to find out the cost, services provided, entrance requirements and other characteristics of each.
3. Combine results of the student survey, and discuss the advantages and disadvantages of each type of housing.

Topic: Clothing Needs and Services

Objective: Identify garments which would be suitable for elderly persons with various disabilities.

Activity:

1. List features of clothing which would be desirable for elderly men and women confined to wheelchairs, or ambulatory, but having difficulty in dressing.
2. Provide magazines or catalogs and have students select garments which have the listed features. Note the difficulty of finding clothing with all the desired characteristics.
3. If possible, have students interview elderly persons and ask them to critique the garments chosen.

Note: An alternative activity might be to have students interview elderly persons, asking them to describe the features which they like in their clothing. Perhaps the interviewee would be willing to show a favorite garment and tell why it is a favorite.

Topic: Nutrition for the Elderly

Objective: Identify characteristics of foods which elderly persons enjoy.

Activity:

1. Using pictures of foods cut from magazines, make meals by pasting pictures on a paper plate, or a circle of construction paper. One meal should be considered easy to eat, with soft foods such as mashed potatoes, meat loaf, applesauce, etc. The other should be mechanically more diffcult to eat, such as a pork chop, baked potato and baked apple.
2. Get permission for some students to visit a senior citizen's center where meals are served. Ask them to show the two plates to each person and ask which one would be preferred. The students should record the responses and also any comments made by the elderly persons.
3. Discuss the results of the survey and use as an introduction to a study of food needs and preferences of elderly.

Note: Other food characteristics might be used [spicy vs. bland, familiar vs. unusual or unfamiliar].

Topic: Elderly Abuse

Objective: Identify various forms of elderly abuse and neglect.

Activity:

1. Have students read case studies and identify the forms of abuse and neglect portrayed in each.
2. The following questions might be used for discussion purposes:
    - a. Put yourself in the abused person's place, how would you feel?
    - b. What are some possible causes that result in these abuses?
    - c. What are some community services or agencies that help the elderly?
    - d. Who do you feel is responsible for making sure the elderly are treated and cared for properly?

      Relatives, friends, government?

      What kinds of responsibilities should they assume?
    - e. How do nursing homes contribute to and help alleviate some of these problems?
    - f. What could we as families and/or individuals do to prevent some of these abuses to our elderly relatives and friends?
    - g. All of us will be old someday. How could we prepare ourselves to avoid some of these abuses later in life?
    - h. How can we improve the image of the elderly in our society? community? family?

Note: This activity could lead to a class service project for the elderly.

The Abused Elderly
Case Studies

Case 1

Edgar was a good son and loved his father. One day his father took some of his own money and went to Las Vegas to pursue a young lady he had met. When Edgar found out, he had his father declared incompetent and took all of his farms, horses, cars, money, and securities away from him. Every time Edgar and his father were together, a great argument ensued. Edgar would always ridicule, belittle, and degrade his father. Soon his father gave in and changed his will to make Edgar happy and stop the arguing. Complications of old age caused his father's health to deteriorate. Edgar decided that his father could no longer live by himself in his little house he loved, so Edgar placed him in the Happy Hollow Retirement Home. A short time later his father died.

Case 2

Emma is 62 years old and never married. She had been a school teacher all of her life. She had a cat which provided her with much enjoyment. Emma's job recently terminated because of decreased enrollment. She was unable to get another teaching position. She then tried to obtain various sales clerk jobs. Each time she was turned down. The employers would say she had too much education and wouldn't be satisfied working there. Employers also thought her age was an inhibiting factor. Emma doesn't know what to do. It appears that no one wants her or her skills.

Case 3

Alta is a widow and 86 years old. Last year her daughter, Alice, came to live with her. Alice had lived in California, was an alcoholic, and had no job or family of her own. She and her mother fought often, yelling and hitting one another. Alice did not get a job when she came to live with her mother. On the first of every month, Alice takes her mother's Social Security check and buys alcohol and gets drunk. Many times Alta is locked out of her house and when this occurs, the neighbors notice cuts and bruises on her legs and head.

Case 4

Effie is 72 years old. Her husband died 12 years ago. They had 11 children. Many of them still live within 10 miles of her home. Effie has cataracts and is also hard of hearing. Her children and grandchildren do not see her very often. They are too busy working and participating in other activities. Effie lives in the country and can't get to the grocery store unless someone takes her. She doesn't want to bother anyone, so many times she eats just bread and green beans that a daughter canned for her last summer.

Case 5

Joyce and Ernie are 76 years old. Ernie had worked in a factory and had an accident which crippled him. He can no longer stand straight up. Joyce had never worked outside the home. They have never been able to save money on Ernie's modest salary. Their only income is $200/month from Social Security. They recently heard that Social Security payments may be cut soon. When Joyce and Ernie go to buy groceries, they walk by the community high school. A few students laugh and make fun of them. Ernie always threatens to call the police but never does.

Topic: Death and Dying

Objective: Become aware of arrangements necessary at the time of a death.

Activities:

1. Arrange a field trip to a funeral home. (Choose a contemporary type home which is sensitive to the "feelings" of mourners.) Make sure students get information of funeral procedures and services, as well as varieties of burial rites, how decisions are made, and functions of the funeral in the mourning process. Afterward ask students how they think various funeral practices and burial rites affect the feelings of the bereaved.
2. Assign students to study funeral customs and mourning rituals in various cultures.
3. Assign students to write a condolence letter to a bereaved person. Remind them that one aim of the mourning process is to remember the dead person with pleasure rather than with pain.

Note: Free resources can be obtained from:

- Illinois Funeral Directors Assoc., 1045 Outer Park Drive, Suite 120, Springfield, IL 62704 (tel. 217-7878980)
- Funeral Arrangements, Cooperative Extension Service, University of Illinois, Champaign, IL 61820.

INTERDISCIPLINARY PROGRAMS WITH MARKETING

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Apparel and Accessories Marketing Program 625

  Program Flow Chart 627

Home Furnishings Marketing Program 629

  Program Flow Chart 631

Hospitality Marketing Program 633

  Program Flow Chart 635

APPAREL AND ACCESSORIES MARKETING PROGRAM*

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Program Flow Chart 627

Program Courses

Orientation to Home Economics
refer to Exploratory/Orientation Topics & Courses 61

Clothing & Textiles I
refer to Clothing & Textiles Program 391

Clothing & Textiles II
refer to Clothing & Textiles Program** 397

General Marketing
taught by the Business, Marketing and
Management Department 11

Home Economics Related Occupations
refer to the Child Care Program. 325

*Resources for this program can be obtained from the Curriculum Publications Clearinghouse (refer to Reference section):

General Marketing, #124E.

**Clothing Apparel and Accessories Merchandising, #124B.

04.0200 – Apparel and Accessories Marketing
(08.0101)

APPAREL AND ACCESSORIES MARKETING PROGRAM

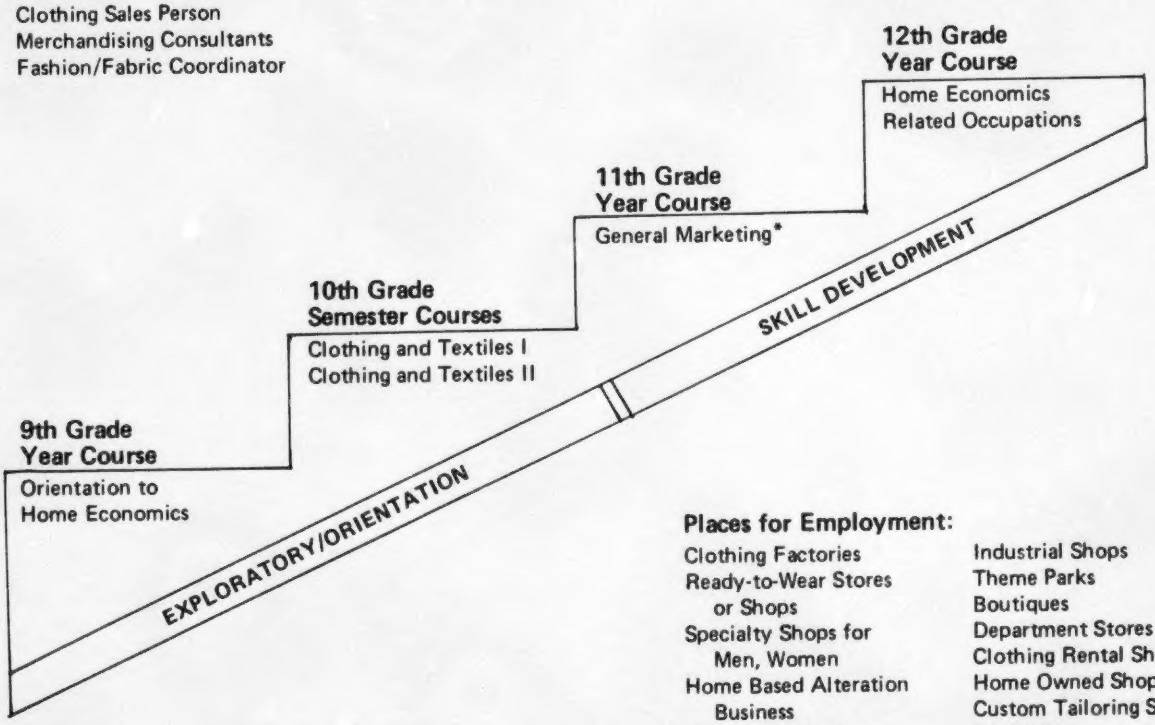
The Apparel and Accessories program is an interdisciplinary program including a sequence of planned educational classroom and laboratory experiences from both the home economics and marketing fields. The sequence includes the experiences needed to provide the students with opportunities to develop the attitudes, knowledge, and skills of the identified competencies utilized in fashion merchandising jobs.

The sequence of courses includes an orientation to the employment opportunities in this area; knowledge and understanding of quality fabrics and fabric construction; color, line, and design as related to various figure types and personalities; knowledge of textile terminology; care techniques and procedures; customer relationships; techniques of selling; credit checking; stock room work; marketing of items; inventory; and other aspects of merchandising clothing, apparel, and accessories.

The skill development courses are provided to include realistic experiences in fabric and garment selection, coordination, and accessorizing; selling techniques; displaying of items; and other aspects of marketing.

Job Titles:

Clothing Sales Person
Merchandising Consultants
Fashion/Fabric Coordinator


12th Grade
Year Course
Home Economics
Related Occupations
11th Grade
Year Course
General Marketing*
10th Grade
Semester Courses
Clothing and Textiles I
Clothing and Textiles II
9th Grade
Year Course
Orientation to
Home Economics
EXPLORATORY/ORIENTATION
SKILL DEVELOPMENT

Places for Employment:

Clothing Factories
Ready-to-Wear Stores or Shops
Specialty Shops for Men, Women
Home Based Alteration Business
Fabric & Cloth Stores
Interior Decorator Shops
Hotels/Motels
Industrial Shops
Theme Parks
Boutiques
Department Stores
Clothing Rental Shops
Home Owned Shops
Custom Tailoring Shops
Laundries
Dry Cleaners
Hospitals

*Normally taught in Business, Marketing and Management Department.

HOME FURNISHINGS MARKETING PROGRAM*

Table of Contents

Program Flow Chart 631

Program Courses

Orientation to Home Economics
refer to Exploratory/Orientation Topics & Courses 61

Clothing & Textiles I
refer to Clothing & Textiles Program 391

Clothing & Textiles II
refer to Clothing & Textiles Program 397

Interior Design, Furnishings & Equipment
refer to Home Furnishings Program 547

General Marketing
taught by the Business, Marketing and
Management Department 11

Home Economics Related Occupations
refer to Child Care Program. 325

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*Resources for this program can be obtained from the Curriculum Publications Clearinghouse (refer to Reference section):

General Marketing, #124E.

Home Furnishing Merchandising Guide, #124G.

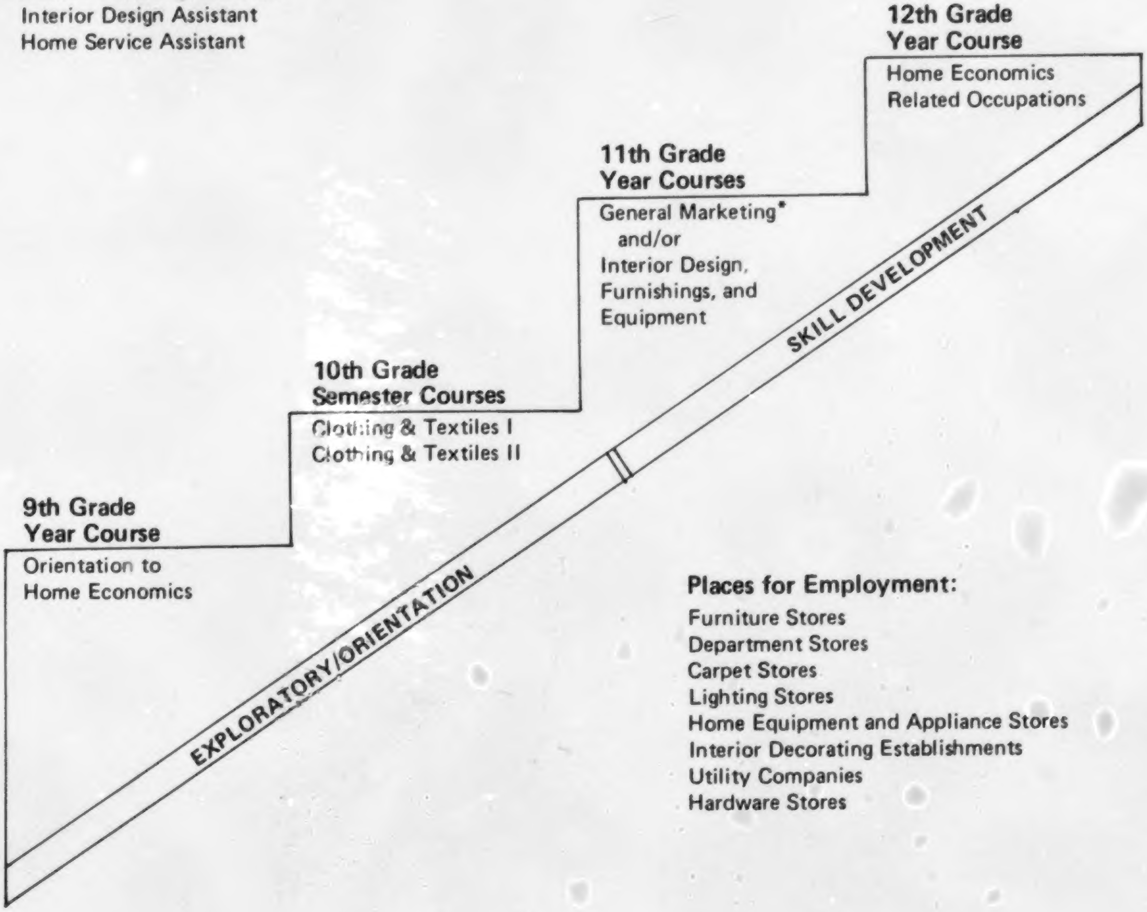
04.1000 – Home Furnishings and Equipment Management, Production, and Services (08.0801)

HOME FURNISHINGS MARKETING PROGRAM

This is an interdisciplinary program including a sequence of courses from both the home economics and marketing fields providing the students with learning experiences to develop the competencies identified as needed for employment and/or continued education in furnishings merchandising. The sequence of courses includes experiences which assist the students in understanding the quality, use, and care of all types of furnishings, equipment, appliances, and accessories utilized by individuals in producing an interior environment which meets individual, family, and group needs. Learning experiences in buying, retailing, selling, and other aspects of marketing are also included. The skill development courses may be offered through cooperative education utilizing both the related class and employment to provide students with the needed subject matter, content, and realistic work experiences.

Job Titles:

- Home Furnishings Assistant
- Interior Design Assistant
- Home Service Assistant


12th Grade
Year Course
Home Economics
Related Occupations
11th Grade
Year Courses
General Marketing*
and/or
Interior Design,
Furnishings, and
Equipment
10th Grade
Semester Courses
Clothing & Textiles I
Clothing & Textiles II
9th Grade
Year Course
Orientation to
Home Economics
SKILL DEVELOPMENT
EXPLORATORY/ORIENTATION

Places for Employment:

- Furniture Stores
- Department Stores
- Carpet Stores
- Lighting Stores
- Home Equipment and Appliance Stores
- Interior Decorating Establishments
- Utility Companies
- Hardware Stores

*Normally taught in Business, Marketing and Management Department.

HOSPITALITY MARKETING PROGRAM*

Table of Contents

Program Flow Chart 635

Program Courses

Orientation to Home Economics
refer to Exploration/Orientation Topics & Courses 61

Foods & Nutrition I
refer to Food Service Program. 439

Foods & Nutrition II
refer to Food Service Program. 445

General Marketing
taught by the Business, Marketing and
Management Department 11

Home Economics Related Occupations
refer to the Child Care Program. 325

*Resources for this program may be obtained from the Curriculum Publications Clearinghouse (refer to Reference section):

General Marketing, #124E.

Hospitality Education--A Guide for High School Teachers, #119.

04.0700 – Institutional Home Management and Supporting Services
(08.0901)

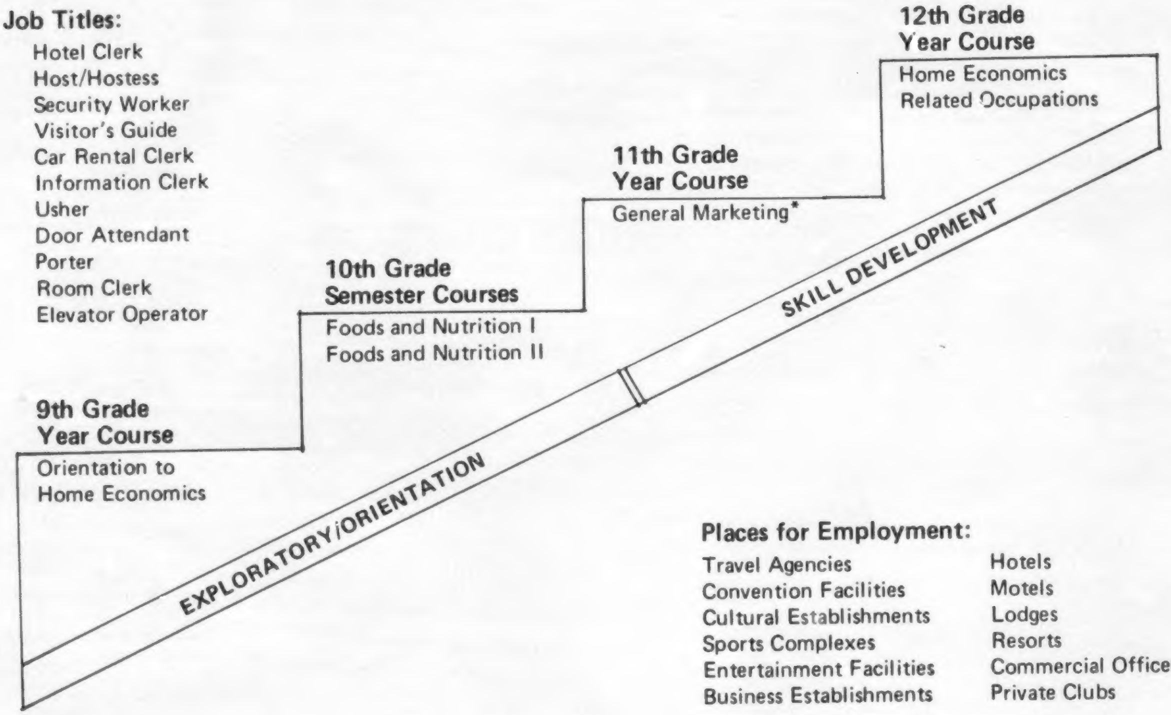
HOSPITALITY MARKETING PROGRAM

This program includes a sequence of courses planned to provide educational experiences which will enable students to develop the competencies needed for employment in the broad field of hospitality which includes food service, hotel and lodging, recreation, and tourism. Students will receive practical experiences to assist in understanding the total field and the relationships between the areas as related to overall success. Included will be learning experiences related to the competencies and personal qualities needed by all hospitality employees, such as, the development of positive hospitable attitudes, relationships with fellow employees and supervisors, attainment of personal traits desirable for hospitality employment, understanding the importance of serving customers as guests, and personal appearance as related to employment success.

The skill development courses will provide students with the opportunities needed to develop job competencies in one or more areas of hospitality and/or for further education at the post secondary level. There will be an emphasis throughout the courses on personal development, interpersonal relationships, management, decision making, handling of emergencies, safety, and marketing competencies.

Job Titles:

- Hotel Clerk
- Host/Hostess
- Security Worker
- Visitor's Guide
- Car Rental Clerk
- Information Clerk
- Usher
- Door Attendant
- Porter
- Room Clerk
- Elevator Operator



9th Grade Year Course
Orientation to Home Economics

10th Grade Semester Courses
Foods and Nutrition I
Foods and Nutrition II

11th Grade Year Course
General Marketing*

12th Grade Year Course
Home Economics Related Occupations

Places for Employment:

Travel Agencies	Hotels
Convention Facilities	Motels
Cultural Establishments	Lodges
Sports Complexes	Resorts
Entertainment Facilities	Commercial Offices
Business Establishments	Private Clubs

*Normally taught in Business, Marketing and Management Department.

INDEPENDENT STUDY TOPICS

Table of Contents

Clothing and Textiles 639

Resource Management 641

Foods and Nutrition 643

Human Development 645

Living Environments. 647

SUGGESTED TOPICS FOR INDEPENDENT STUDY IN CLOTHING AND TEXTILES

These topics are suggested for students who have a special interest and/or talent in the area of clothing and textiles. In some situations, it may be desirable to use these topics for special reports or for FHA-HERO projects in connection with other clothing and textiles courses.

BROAD AREAS OF EMPHASIS

- CLOTHING for those with special needs
- PSYCHOLOGICAL aspects of clothing choices
- WORLD textile and clothing markets
- CLOTHING technology

I. CLOTHING FOR THOSE WITH SPECIAL NEEDS

PHYSICALLY handicapped
ELDERLY and/or ill
PREMATURE infants
ATHLETES
PERFORMERS--costume design and production

II. PSYCHOLOGICAL ASPECTS OF CLOTHING CHOICES

EFFECTS of color, line, texture
FASHION trends
INFLUENCE of the media
RELATION of clothing to the job

III. WORLD TEXTILE AND CLOTHING MARKETS

WORLD production trends
IMPORT-EXPORT legislation
EFFECT on U.S. textile and garment industry

IV. CLOTHING TECHNOLOGY

NEW fibers and fabrics
SPECIAL treatments--to control shrinkage, wrinkling, flammability, insect damage, etc.
NEW products, methods and equipment for washing and cleaning.

SUGGESTED TOPICS FOR INDEPENDENT STUDY
RESOURCE MANAGEMENT

These topics are suggested for students who have a special interest in resource management and consumer affairs. In some situations, it may be desirable to use these topics for individual reports or for FHA-HERO projects in connection with other home economics courses.

BROAD AREAS OF EMPHASIS

- DEVELOPMENTS in health care
- ALTERNATIVE energy sources
- ENERGY and water saving measures
- THE movement to voluntary simplicity

I. DEVELOPMENTS IN HEALTH CARE

PRE-PAID plans/HMO's
MOBILE clinics
COMPREHENSIVE health planning/regional facilities
THE self-care/wellness movement

II. ALTERNATIVE ENERGY SOURCES

SOLAR power
NUCLEAR power
RENEWABLE resources--garbage and wood
GEOTHERMAL
FOSSIL fuels

III. ENERGY AND WATER SAVING MEASURES

ADJUSTMENTS in showers and toilets
SOLAR water heaters
CONVECTION ovens
RECYCLING utensils and furnishings
COMPOSTING as a way of handling garbage
WINTER proofing

IV. THE MOVEMENT TO VOLUNTARY SIMPLICITY

ADOPTION of housekeeping and personal habits that conserve energy
REDUCTION in number of possessions
ACTIVE rather than passive recreation
HOME production where feasible

SUGGESTED TOPICS FOR INDEPENDENT STUDY IN FOODS AND NUTRITION

These topics are suggested for students who have a special interest and/or talent in the area of foods and nutrition. In some situations, these topics may be used for special reports or for FHA-HERO projects in connection with other foods courses.

BROAD AREAS OF EMPHASIS

- WORLD food supply
- SPECIAL diets
- RECENT developments in food technology
- EXPERIMENTING with foods
- FOOD around the world
- GOURMET cookery
- OUTDOOR cookery

I. WORLD FOOD SUPPLY

AGRICULTURAL practices that increase food production
REASONS for food shortages--population explosion, weather, inflation, distribution
POSSIBLE solutions to food shortages--increasing food production, population control, nutrition education programs, food research, space age development, and ocean development
ENVIRONMENTAL protection and food supply
RELATIONSHIPS between natural resources and food supply
ORGANIZATIONS that study the problem of hunger and provide aid

II. SPECIAL DIETS

NUTRIENT needs for the life cycle
VEGETARIAN and other popular diets
DIETS for medical problems
COMMUNITY resources for reliable nutrition information

III. RECENT DEVELOPMENTS IN FOOD TECHNOLOGY

IDENTIFICATION and analysis of fabricated foods
SOCIAL and economic factors that influence the use of fabricated foods
COMMERCIAL preservation of foods
RECENT techniques and developments in foods
FEDERAL regulations affecting food technology
FOOD additives and supplements

IV. EXPERIMENTING WITH FOODS

ACCURATE and consistent measurement techniques
TECHNIQUES of food testing--controls, variables, repetition
FOOD testing instruments--use and care
EVALUATING food products--sensory and mechanical evaluations
RECORDING all information
PRACTICAL experiments with foods

V. FOOD AROUND THE WORLD

REGIONAL foods
FOODS from other nations
INTERNATIONAL cuisine

VI. GOURMET COOKERY

WHAT makes a "gourmet" dish
HERBS and spices
GARNISHES and decoration of food
SERVING food with a flair
PREPARATION of fish, game, etc.

VII. OUTDOOR COOKERY

SELECTION and care of outdoor cooking equipment
SAFETY and sanitation
PLANNING and preparing food for camping, hiking, etc.
FOOD for survival

SUGGESTED TOPICS FOR INDEPENDENT STUDY IN HUMAN DEVELOPMENT

These topics are suggested for students who have a special interest and/or talent in the subjects considered under human development. In some situations, it may be desirable to use these topics for special reports or for FHA-HERO projects in connection with other courses related to these topics.

BROAD AREAS OF EMPHASIS

- RECENT developments in reproductive technology
- CHILD and family legislation
- DISPLACED homemakers
- WORKING with the elderly

I. RECENT DEVELOPMENTS IN REPRODUCTIVE TECHNOLOGY

FERTILITY drugs
FETAL monitoring and treatment
WAYS to determine gender of fetus
CHILDBIRTH practices
ALTERNATIVE methods of conception

II. CHILD AND FAMILY LEGISLATION

RIGHTS of children
ADOPTION
HUMAN abuse
CHILD custody

III. DISPLACED HOMEMAKERS

SOURCE of the problems
NEEDS of displaced homemakers
COMMUNITY efforts to help

IV. WORKING WITH THE ELDERLY

NEEDS of the elderly
COMMUNITY based service networks
ALTERNATIVES to nursing homes
GERIATRIC workers

SUGGESTED TOPICS FOR INDEPENDENT STUDY IN LIVING ENVIRONMENTS

These topics are suggested for students who have a special interest and/or talent in the subjects considered under living environments. In some situations, it may be desirable to use these topics for special reports or for FHA-HERO projects in connection with other courses related to these topics.

BROAD AREAS OF EMPHASIS

- ENERGY conserving housing designs
- HOUSING for special populations
- NEW technolgoy in household equipment
- PRESERVATION and rehabilitation

I. ENERGY CONSERVING HOUSING DESIGNS

SITE orientation
GREENHOUSES
INSULATION
EARTH sheltered homes
PASSIVE solar heating

II. HOUSING FOR SPECIAL POPULATIONS

ELDERLY needing different kinds of care
PHYSICALLY handicapped
MENTALLY ill--living in the community
MENTALLY retarded--supervised group housing
LOW income or disadvantaged

III. NEW TECHNOLOGY IN HOUSEHOLD EQUIPMENT

HOME computers
HOME robots
HOME security systems
FIRE and smoke warning systems

IV. PRESERVATION AND REHABILITATION

RESTORATION of neighborhoods
RENOVATION instead of destruction and rebuilding
PROTECTION of historic buildings
RELOCATION of sound structures
REFINISHING furniture, including upholstering

REFERENCES

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Publishers of Home Economics Textbooks and Resources 651

Audio Visual Sources 653

Magazine Publications 655

Two Excellent Resources for Illinois Home Economics teachers are:

1. Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, IL 61455
Telephone: 800/322-3905

Write for a publications list. All publications are available on a cost recovery basis.

and

2. Illinois Vocational Curriculum Center
Sangamon State University
Building E-22
Springfield, IL 62708
Telephone: 217/786-6375 or 800/252-8533

(30-day Free loan of textbooks, curriculum guides, audiovisual materials, films, brochures, newsletters, periodicals and journals. Also has a monthly publication of a state newsletter which updates Illinois educators on materials and activities of the center).

Publishers of Home Economics Textbooks and Resources

Bennett Publishing Co.
809 W. Detweiller Drive
Peoria, IL 61615

Bobbs-Merrill Educational Publishing
4300 W. 62nd Street
P.O. Bos 7080
Indianapolis, IN 46206

Burgess Publishing Company
7108 Ohms Lane
Minneapolis, MN 55435

Chilton Book Company
Radnor, PA 19089

Delmar Publishers
50 Wolf Road
Albany, NY 12205

EDC School & Society Programs
55 Chapel Street
Newton, MA 02160

EMC Publishing
Changing Times Education Service
180 E. Sixth Street
St. Paul, MN 55101

Fairchild Book & Visuals
7 East 12th Street
New York, NY 10003

Ginn and Company
P.O. Box 2649
1250 Fairwood Avenue
Columbus, OH 43216

Glencoe Press
17337 Ventura Blvd.
Encino, CA 91316

Goodheart-Wilcox Co., Inc.
123 W. Taft Drive
South Holland, IL 60473

Gregg/McGraw-Hill
28th Floor
1221 Avenue of the Americas
New York, New York 10020

Harper & Row
10 East 53rd Street
New York, NY 10022

Holt, Rinehart & Winston
Dept. of School and Library Programs
521 Fifth Avenue
New York, NY 10175

Home Economics School Service
10000 Culver Blvd.
Dept. CN3
P. O. Box 802
Culver City, CA 90230

J.B. Lippincott
Educational Publishing Div.
East Washington Square
Philadelphia, PA 19105

Maclean Hunter Learning Resources
A Division of Maclean Hunter Media, Inc.
P.O. Box 4381 Grand Central Station
New York, NY 10017

Publishers of Home Economics Related Textbooks and Resources (cont.)

McKnight Publishing Company
P.O. Box 2854
Bloomington, IL 61701

McMillan Company
886 - 3rd Avenue
New York, New York 10022

Pitman Learning, Inc.
6 Davis Drive
Belmont, CA 94002

Prentice-Hall Media
Serv Code WO
150 White Plains Road
Tarrytown, NY 10591

South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

AUDIO VISUAL SOURCES

(Free Loan)

Association Films
866 Third Avenue
New York, New York 10022
(Film cataglogue and some
free loan)

Educators Progress Service, Inc.
214 Center Street
Randolph, Wisconsin 53956
(Directory, Educators Guide to
Free Filmstrips)

Illinois Vocational Curriculum Center
Sangamon State University
Building E-22
Springfield, Illinois 62708
(Free loan of films)

Modern Talking Pictures
1212 Avenue of the Americas
New York, New York 10036
(Catalogue and some for free
loan)

Sterling Educational Films, Inc.
241 East 34th Street
New York, New York 10016
(Catalogues and free loan)

Magazine Publications

Current Lifestyles.
Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040
(This magazine is designed for teens. The articles
include excellent information on family relationships
for supplementary radings.)

Forecast for Home Economics
902 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Illinois Teacher of Home Economics
University of Illinois
College of Education
1310 S. 6th Street
Chamapaign, Illinois 61820

Journal of Home Economics
American Home Economics Association
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Teen Times
National Headquarters
Future Homemakers of America
Washington, D.C. 20036